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ABSTRACT

This report presents the results of a survey of personnel professionally employed in education and training within the United Kingdom in order to assess the potential market for information services in the field of education. The categorisation of personnel is based on a two-dimensional matrix in which one axis represents employer or employing institution while the other represents occupational category. The main results of the survey for each of the occupational categories are presented in turn. Individual tables, accompanied by textual commentary, provide data on subcategories within the occupational groups. The totals derived from the individual tables are collated in a group table for each of the three occupational categories and then in a master table covering all occupational categories. Secondary or supplementary information which may be relevant to the planning of information services is also provided. (Author/EM)

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PERSONNEL IN EDUCATION AND TRAINING

A Survey of the Potential Market for Educational Information Services

U.S. DEPARTMENT OF HEALTH
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION

by

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The Project is being undertaken in the Centre for Educational Research and Development, University of Lancaster, under the co-direction of Dai Hounsell and Professor Noel Entwistle, Director of the Centre. Dai Hounsell is Research Fellow and Information Officer in the University's Institute for Research and Development in Post-Compulsory Education. Philip Payne is Research Officer and Irene Willott Secretary for the Project.

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PERSONNEL IN EDUCATION AND TRAINING

Errata

- p. 46 Table II B. 6 Part-time total should read (PT 7,297)
- p. 57 Table II B.17 WEA should read 130
- p.105 Table II D.19 Other colleges of FE totals should be FT 771^T PT 166^T
- p.110 Table II D.24 Centre wardens should read *509
- p.111 Table II E. 1 Semi-public bodies etc/Teaching - should read FT 130 individuals

ABSTRACT

This report presents the results of a statistical survey of personnel professionally employed in education and training within the United Kingdom. The survey was conducted in order to assess the potential market for information services in the field of education.

Following background information on past and projected growth of both public expenditure on education and training and of the numbers of personnel employed in these fields, a description is given of the sources from which statistical information has been obtained and of the arrangement and codification of this information in the report.

The categorisation of personnel is based on a two-dimensional matrix in which one axis represents employer or employing institution (i.e. central and local government, types of educational institution, semi-public bodies and professional association, armed services or commerce and industry) while the other represents occupational category (i.e. teaching, research and scholarship, or administrative and ancillary services).

In the second section of the report, the main results of the survey for each of the occupational categories are presented in turn. Individual tables, accompanied by a textual commentary, provide data on sub-categories within the occupational groups (e.g. teachers in maintained and grant-aided secondary education, teachers' centre wardens, librarians). The totals derived from the individual tables are collated in a group table for each of the three occupational categories and then in a master table covering all occupational categories. The master table is intended to be as self-contained as possible and has been designed so that wherever possible one can make approximate assessments of either the total number of personnel in education and training or the numbers of

personnel represented in each of the categories and sub-categories in either axis.

The penultimate chapter provides secondary or supplementary information which may be relevant to the planning of information services. It consists of data on the membership of professional associations and societies concerned with education, readership of educational newspapers and the teaching and research interests of academic staff in higher education. The concluding chapter offers some general observations on the results of the statistical survey.

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1. Introduction

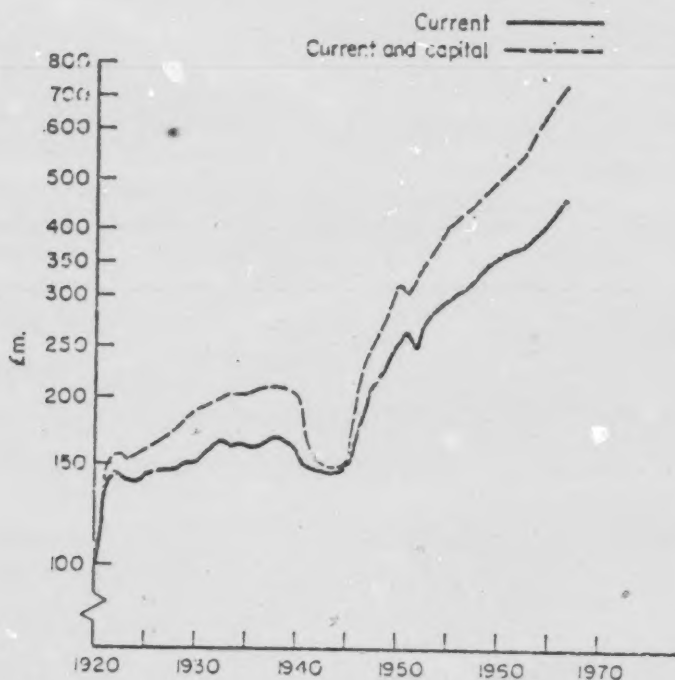
The British Library Project on Experimental Information Services has two principal aims: to assess the potential market for educational information services, and to develop and evaluate an experimental computerised information service to a representative sample of educationalists in the North-West region. The study which comprises this report is concerned with the first of these two objectives. It is the outcome of an extensive statistical survey intended to ascertain the total numbers of personnel involved in education and training in the United Kingdom. The working definition of education and training personnel which underlies the report is consciously a very wide one which embraces all those who are in some way or another professionally involved in education and training. However, since the overall objective of the study is to determine the size of the potential market for information services, manual and clerical staff have been excluded wherever it has been possible to identify them separately, and post-graduate students in education (with the exception of those on post-graduate certificate of education courses) have been included.

2. The Education Services

The development of education in the twentieth century has been characterised by a marked and almost unbroken growth in expenditure, the major part of which, as Vaizey and Sheehan (1968) have observed, has taken place since 1955. Expenditure in real terms on public education in the United Kingdom (at 1948 prices) rose from £100.2m in 1920 to £263.0m in 1950 and £300.0m in 1955; thereafter it increased more rapidly to the equivalent of £451.4m in 1965, as Figure I.1 shows (Vaizey and Sheehan, 1968). More recent figures were given by

FIGURE I.1

PUBLIC EXPENDITURE ON EDUCATION IN REAL TERMS (U.K.), 1920 - 1965
(1948 PRICES)¹



1. Source: Vaizey, J. and Sheehan, J. (1968). *Resources for education: an economic study of education in the United Kingdom*. London: Allen and Unwin, p.132.

the Secretary of State for Education and Science in a House of Commons Written Answer on 28th October 1975.² They indicate that (in England and Wales), recurrent expenditure has continued to increase in the last ten years at a growth rate in real terms of between three and seven per cent, with a downward trend from the high point of 1971-72 to 1972-73 (see Table I.1).

The phenomenal growth in expenditure has of course been mirrored by an equally remarkable growth in the number of personnel employed in education. Figures drawn from the last three censuses show that, in Great Britain, the total numbers of people employed in educational services (a very broad category which includes groups as widely ranged

TABLE I.1

GROWTH IN EDUCATION EXPENDITURE, 1965-66 TO 1975-76 ¹

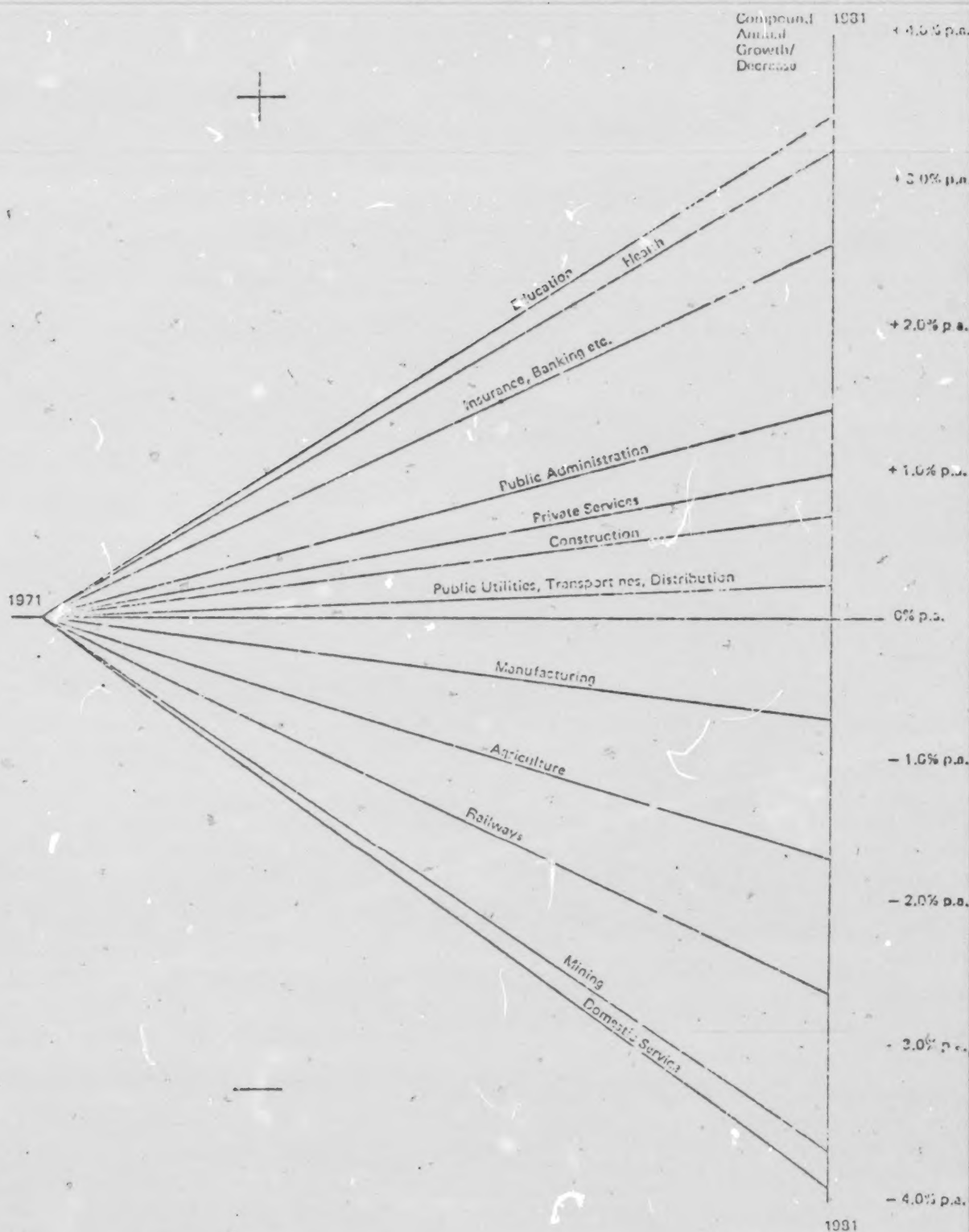
Financial years	In monetary terms		In real terms	
	Recurrent	Capital	Recurrent	Capital
	%	%	%	%
1965-66 to 1966-67	9.7	9.9	-	6.0
1966-67 to 1967-68	10.6	17.1	4.0	15.8
1967-68 to 1968-69	6.3	2.0	4.3	- 1.4
1968-69 to 1969-70	9.1	- 4.5	3.1	-10.5
1969-70 to 1970-71	14.6	14.2	5.1	6.2
1970-71 to 1971-72	17.1	24.2	4.8	13.3
1971-72 to 1972-73	18.6	18.0	7.1	7.4
1972-73 to 1973-74	16.5	16.0	6.3	- 3.0
1973-74 to 1974-75	39.0	-11.7	5.5	-19.7
1974-75 to 1975-76	-	-	*3.3	*1.4
* Estimated				

1. Source: Hansard, Written Answers, October 28th, 1975, Cols.440 - 442.

as school meals staff and further education lecturers) rose from 874,410 in 1961 to 1,088,980 in 1966 and to 1,369,610 in 1971 (General Register Office, 1966, 1968; Office of Population Censuses and Surveys, 1975). A more recent analysis by the Department of Employment gives a total for employees in the education services in Great Britain in 1975 of 1,776,200 (Hansard, Written Answers, July 20th, 1976, Cols. 409 - 10). The Department of Employment has also published projections of possible patterns of employment in the main occupations in 1981 (Department of Employment, 1975). The projections indicate a compound annual growth rate in the number of persons employed in education of 3.4 per cent - a higher rate of growth than any other occupational sector, as Figure 1.2 shows.

FIGURE 1.2

EMPLOYMENT PROJECTIONS: RATES OF GROWTH AND CONTRACTION 1971-81¹



1. Source: A view of industrial employment in 1981, Department of Employment Gazette 83 (5) May 1975, p.403

If the projections were to be realised, the number of people employed in the education services would rise from the baseline figure of 1,370,000 (taken from the 1971 Census) to 1,910,000 in 1981, an increase over the decade of 540,000. However, since the projections were made, the Government has twice reviewed plans for public expenditure, and the projections may best be seen solely as an indication of possible growth in the education service relative to other occupational sectors.

The Government's latest plans for public expenditure were published in February 1976 (Public Expenditure to 1979-80). The planned pattern of educational expenditure is given in Table I.2 below: it shows that expenditure on education and libraries is expected to total £5,910m in 1975-76 and is planned to increase to £5,976m in 1976-77, thereafter declining to £5,747 by 1979-80. The reductions in planned expenditure are a reflection not only of the restraints necessary in view of the current economic situation but, also, of changes in the prospective demand for education at various levels. Firstly, the latest projections of the birth rate (and thus, in turn, of the school population in the years ahead) show a continuing decline. Secondly, on the basis of observed trends, somewhat lower growth rates than had earlier been anticipated are now projected both for the number of pupils remaining at school beyond the statutory school-leaving age and for the number of young people seeking higher education. It seems likely, on the other hand, that the demand for non-advanced further education will increase.

The White Paper also announces that, as far as schools are concerned, plans for the phased introduction of induction training for newly qualified teachers and the expansion of in-service training will have to be deferred until 1977-78; on this basis the teaching force is expected to rise to 464,000 in 1977-78 and 1978-79. "The size of the teaching force thereafter, as the total number of school pupils declines, must

TABLE I.2

PLANNED GOVERNMENT EXPENDITURE ON EDUCATION, 1975-76 TO 1979-80¹

		1975-76	1976-77	1977-78	1978-79	1979-80
		£ million at 1975 survey prices				
Schools						
Under fives	capital ²	31.9	22.5	10.6	6	6
	current	131.3	145.1	150.7	152	155
Primary, secondary and other						
	capital	386.4	378.2	298.0	238	217
Primary	current	1,243.5	1,232.9	1,215.5	1,189	1,158
Secondary	current	1,404.5	1,447.8	1,485.9	1,511	1,532
Other	current	290.8	301.0	304.5	308	311
Meals		314.9	300.3	277.6	248	207
Milk		10.8	11.8	11.5	12	11
Higher and Further Education ³						
Universities	capital	104.5				
	current	571.1				
Further education	capital	53.7	150.1	151.6	122	121
	current	677.9	1,499.4	1,498.6	1,514	1,551
Teacher training	capital	4.9				
	current	208.9				
Libraries						
Purchase grants		3.2	3.5	3.7	4	4
Other		151.7	156.3	147.9	145	149
Miscellaneous educational services, research and administration						
Youth Services, etc.	capital	19.3	17.8	18.0	17	17
	current	53.3	54.6	53.0	53	53
Research and other services		11.1	12.2	13.3	13	13
Administration		198.1	202.2	201.7	202	203
VAT paid by local authorities		38.7	40.5	39.5	39	39
Total education and libraries						
	capital	623.4	595.8	495.3	396	374
	current	5,287.1	5,380.4	5,386.3	5,377	5,373
Total						
		5,910.5	5,976.2	5,881.6	5,773	5,747

1. Source: Public expenditure to 1979-80, Table 2.10, p.84-85

2. New nursery programme only

3. Decisions have still to be made on the apportionment of the totals for higher education and further education from 1976-77 onwards.

be further considered". (Public Expenditure to 1979-80, p.87).

The revised plans for higher education allow for a further rise in the proportion of the post-school age-group entering higher education (from fourteen to fifteen per cent approximately), but it is emphasised that planned levels of expenditure will require a progressively more effective use of resources and that there will be little, if any, scope for increasing total staff numbers after 1976-77. In non-advanced further education, the Government assume that local authorities will seek to meet the anticipated growth in demand, particularly in relation to the 16 - 19 age groups to which the Government attach priority. "As in higher education, however, more intensive use of buildings and staff will be required" (p.87).

The expenditure projections for Education and Libraries under the heading "Research and other services" allow for an increase from £7.9m in 1974-75 to £13.3m in 1977-78, subsequently levelling out at £13m for the years 1978-79 and 1979-80, but the proportion devoted to research alone is not identified. The projections for the Research Councils show a decline from £185.5m in 1974-75 to £171m in 1979-80, but the major part of the reduction in expenditure will fall on the areas of "big science" supported by the Science Research Council (SRC), thus making it possible to sustain the other sciences supported by the SRC and enabling the other Councils, which include the Social Science Research Council, "to continue to develop programmes based on social need as well as scientific opportunity" (p.88).

3. Training Services

All too often discussion of the education services fails to give adequate acknowledgement to training in the industrial sector, yet, as the most recent Census indicates, a total of 40,940 teachers, training

officers and apprenticeship supervisors were employed outside of the education services as conventionally defined in 1971.

It is also important to note that, in contrast to the dominant pattern presented above of reductions in educational expenditure over the next five years, expenditure on industrial training is planned to increase from £85.8m in 1974-75 to £178.8m in 1975-76, thereafter increasing steadily to a total of £220m in 1979-80. The numbers of people trained, and expected to be trained, in the three main types of establishment are shown in Table I.3, which is taken from the White Paper.

4. Statistical Sources

If a term such as "the education and training services" offers a ready means both of drawing together under one heading the full gamut of institutions and interests involved in education and training and of underscoring their common purpose, it is also to a degree misleading since the parts which go to make up the whole are so varied in their individual purposes, patterns and modes of operation as to defy a generic classification.

There are institutions as distinct in character as nursery schools, sixth form colleges, universities, institutes of adult education and skillcentres, responsible to a range of public, semi-public and private bodies and encompassing an almost infinite range of age levels, patterns of attendance, subject fields and academic and professional qualifications. The personnel who staff and support these services are equally richly varied: school teachers, lecturers and apprenticeship supervisors, in direct day-to-day contact with pupils and students; education officers, HM inspectors, college principals and headmasters, occupying managerial or administrative positions; and staff engaged in educational research and development.

TABLE I.3

NUMBERS OF PEOPLE TRAINED AND EXPECTED TO BE TRAINED IN (1) SKILLCENTRES (2) COLLEGES OF FURTHER EDUCATION AND (3) EMPLOYERS' ESTABLISHMENTS 1970-71 TO 1979-80¹

	Thousands									
	1970-71	1971-72	1972-73	1973-74	1974-75	1975-76	1976-77	1977-78	1978-79	1979-80
Number Trained										
(i) Skillcentres	12.5	13.6	15.8	17.1	17.3	20	23	25	27	30
(ii) Colleges of Further Education	1.0	2.1	9.5	17.8	25.5	33	47	47	50	54
(iii) Employers' Establishments	-	0.7	6.0	5.4	6.7	9	10	10	10	10
Total	13.5	16.4	31.3	40.3	49.5	62	80	82	87	94

1. Source: Public expenditure to 1979-80: Presented to Parliament by the Chancellor of the Exchequer by Command of Her Majesty, February 1976. Cmd. 6393
London: HMSO, 1976, p.46

Given this multi-faceted diversity, it seems hardly surprising that there is no one pathway to statistical data on educational and training personnel. In order to build up a numerical picture of personnel, it is necessary to draw on a variety of official, semi-official and private sources, partly by combing published statistics and partly by surveying relevant bodies and organisations. The sources consulted in the course of the survey may be classified into three main groups: government and official sources of statistics; non-government publications; and non-documentary sources.

(i) Government and Official Sources of Statistics

The component parts of the United Kingdom (i.e. England, Wales, Scotland and Northern Ireland) each have their own educational systems and administrative structures. Consequently responsibility for education is divided between four central government education departments as follows:

1. The Department of Education and Science (DES), covering all sectors of education in England, all sectors in Wales (except schools) and the Government's responsibilities towards universities in Great Britain.
2. The Welsh Office, covering schools in Wales,
3. The Scottish Education Department (SED), covering schools and further education in Scotland,
- and 4. The Northern Ireland Department of Education (NIDE) covering schools, further education and universities in the province.

In addition, there is the University Grants Committee (UGC) which advises the education departments on the needs of universities and also plans university development.

The DES, SED, NIDE and UGC each collect and process statistics which meet their own particular needs. It is therefore difficult to assemble statistics for the United Kingdom as a whole. Each department has different ways of collecting and compiling data and in some cases

comparisons between the educational systems in the constituent countries of the UK may be neither valid nor even possible. Consequently the sole joint publication, Education Statistics for the United Kingdom, which is prepared with the collaboration of the four education departments and the UGC, represents something of a compromise.

More detailed statistics for the various parts of the UK are to be found in the individual statistical series compiled by the DES, SED and NIDE. The DES' Statistics of Education appears annually in six volumes, each covering a particular aspect of the educational system in England and Wales, as listed below:

Volume 1	Schools
2	School leavers, CSE and GCE
3	Further education
4	Teachers
5	Finance and awards
6	Universities (prepared by the UGC and covering the whole of the UK)

Although there is an apparent abundance of statistical information, figures on personnel working in the field of education are largely confined to teachers. Figures for this group are found in two of the volumes: those for teachers employed in schools, colleges of education and further education establishments (including polytechnics) in Volume 4 and those for academic staff in universities in Volume 6. Statistics on teachers in non-university establishments are derived from DES salary and service records, or, in the case of maintained and independent schools, from annual returns, whilst UGC statistics in Volume 6 are based on universities' returns to the UGC or the Universities Statistical Record (USR). The USR provides an invaluable source of statistical information on staff and students in universities since it comprises a single computer-held record of individuals.

However, neither UGC figures nor statistics emanating from the USR Staff Record can at present differentiate between teaching and research staff in universities.

Scottish Educational Statistics is an annual volume of statistics produced by the SED. The latest published figures are for 1973 and those on teachers in Scottish schools are the last to be based on the January schools return. This return has been replaced by a central computer record for each schoolteacher in Scotland known as the Teacher Information System (TIS). Data for this computer record will be obtained through an annual autumnal school census with an individual return for every teacher employed in an education authority or grant-aided school in census week. This will then be up-dated by a monthly 'Teacher Flow' return by employers of teachers entering or leaving full-time employment. For another year at the least, statistics on teachers in Scottish further education will be based on aggregate returns.

The NIDE produces two issues of its Northern Ireland Education Statistics per annum. Alternate volumes cover different topics: figures on schools, scholarships and awards, teachers, building, and milk and meals appear in one volume, whilst those for finance, school leavers, examinations and further education are contained in the other.

A common feature of all these statistical series is the time-lag between the date to which the statistics refer and the date of publication. In all three cases, it is invariably of the order of two or three years. However, more recent figures are usually available from the respective education departments and the latest available statistics were obtained from the DES, SED, NIDE and the UGC for the purposes of this study.¹

In addition to annual volumes of statistics, each of the education departments also publishes an annual report, consisting essentially of

1. As a result of changes in the method of compilation, statistics supplied by the SED on schoolteachers and college of education lecturers in Scotland are provisional and therefore liable to revision.

an outline of developments in the educational systems of their countries during the previous year. The presentation of statistical data is normally incidental to the purposes of such reports, but they do nevertheless contain some information which is not found elsewhere.

Written answers to M.P.s' questions in the House of Commons, as recorded in Hansard, the official report of parliamentary proceedings, emerged as an unexpectedly fruitful source of educational statistics, despite Hansard's less than adequate indexing. Although it provided mainly supplementary data on, for example, the numbers of persons employed in educational services and the total number of employees of the Training Services Agency, some primary information not readily available elsewhere was also gleaned. For instance, figures for educational psychologists employed by local education authorities in the UK were obtained from separate parliamentary questions to the Secretary of State for Education and Science, and the Secretaries of State for Wales, Scotland and for Northern Ireland. As written answers are usually prepared by officials in the appropriate Minister's department, any statistics contained in the replies would appear to have as much authority as those presented in official departmental publications.

Surprisingly, it was discovered that statistics on administrative staff employed by local education authorities (LEAs) whether in education departments or in public sector schools and colleges, were not kept by the DES or the SED. Estimates of the numbers of education officers employed by LEAs were relatively easily obtained from other sources but until relevant statistics were traced in the 1971 Census, obtaining figures on administrators in educational institutions proved problematic. The most serious drawback of the Census as a source of statistical information on educational personnel is the time-lag between the date of the Census and the publication of the appropriate tables.

The 1971 Economic Activity Tables, which include information on the numbers of persons employed in various industries and occupations, were only published last year. However, in spite of the fact that figures emanating from the Census tables may understate current staffing levels, the detailed analysis which the tables allow make it possible to exclude those involved in educational administration in a purely clerical or technical capacity. The ease with which this could be done ensured a consistency which may not however be mirrored in the figures for similar staff at central government level.

The Census also provided more accurate figures for counselling and related workers employed in educational institutions in Great Britain than could be obtained by the one alternative method, that is, by estimating the total number of staff on the basis of the membership of the three professional associations in the field. In addition to serving as a source of primary information, the Census provided important supplementary data on the numbers of personnel working in educational services in relation to the numbers working in other industries, and also on the number of teachers working outside of the educational services (i.e., in industry and commerce).

Government reports were a further source, although the information they contain tends for the most part to be rather dated. Two exceptions were the Russell Report on adult education in England and Wales and the Alexander Report on adult education in Scotland, each of which provided figures on staffing levels in adult education.

(ii) Non-Government Publications

It can be argued that official Government statistics, whether in published or unpublished form, have more credibility and authority than statistics obtained elsewhere. However, as education in Great Britain is administered through local education authorities, each possessing a large degree of

autonomy, statistics on personnel employed at this level are not always collected centrally. Consequently it is necessary to turn to alternative, and possibly less reliable, sources such as directories, yearbooks and the annual reports of professional organisations.

Two reference books which proved invaluable were the Education Authorities Directory and Annual and the Education Committees Yearbook, both of which contain listings of administrative staff employed in senior positions of the education service at central and local government levels. However, such yearbooks are liable to inaccuracies resulting from incomplete or out-of-date returns by LEAs. The risk of error is accentuated in the case of Scotland, since some posts may not have been filled at the time of completion of returns to the directory compilers as a consequence of local government re-organisation in 1975.

Another directory which yielded useful information, albeit of a supplementary nature, was the Directory of British Associations and Associations in Ireland. An example taken from this source illustrates the tendency of such directories to become rapidly out-of-date: it gave a membership for the Education Welfare Officers' National Association of 1,000, whereas direct contact with the Association itself yielded the much higher figure of 1,239.

In general, annual reports did not prove to be a particularly fruitful source of statistical data, but sometimes provided information not obtainable elsewhere: the number of postgraduates undertaking CNAA higher degrees in education was obtained from the Annual Report of the Council for National Academic Awards and the reports of a number of organisations (e.g. the National Foundation for Education Research and the Schools Council) did provide some details of their staff.

(iii) Non-Documentary Sources

Non-documentary sources such as organisations and associations were important not only in providing information which was not available elsewhere, but also in supplying more up-to-date figures than those given in published sources. The organisations and associations contacted in the survey can be grouped into a number of broad sub-categories:

- (a) government departments and agencies (e.g. Scottish Education Department, University Grants Committee and Training Services Agency)
- (b) educational organisations (e.g. National Foundation for Educational Research, Local Government Training Board)
- (c) professional bodies and associations (e.g. Library Association, Society of Education Officers, Association of Teachers of Management)

(a) government departments and agencies

It has already been mentioned that the DES, the SED and the NIDE were contacted in order to obtain more recent statistical information on teachers than that contained in their respective statistical series. However, these Government Departments were also able to provide figures which did not appear in the statistical series. The SED furnished details of the number of teachers in independent schools in Scotland and the NIDE was able to supply statistics on the number of senior administrative staff employed in the headquarters of Northern Ireland Education and Library Boards. The level of manpower in universities was ascertained from figures supplied by the UGC, who were able to provide both the latest available statistics on the numbers of academic staff in universities and statistical data on non-academic staff. It is not at present possible in the USSR Staff Record to distinguish between academic staff who undertake either teaching or teaching and

research and those who are engaged solely in research. Nevertheless, changes which were introduced recently will make this differentiation possible in future statistics; more detailed information on the functions of non-academic staff will also be feasible.

Other Government departments and agencies have been able to help with statistics on personnel working in more specific areas of education and training. The Training Services Agency, for instance, were able to provide figures for training whilst the Scottish Home and Health Department furnished details of the staffing of the prison education service in Scotland and the Department of Manpower Services (Northern Ireland) supplied details of the staffing of the careers service in Northern Ireland.

(b) organisations concerned with education and training

Education and training organisations and bodies constitute an invaluable source of information in cases where information is neither available in published form, whether official or otherwise, nor obtainable from Government departments and agencies. One such organisation is the National Foundation for Educational Research (NFER), which has recently compiled a comprehensive Register of Educational Research which members of the Project were able to consult and analyse in its entirety. Since the Register brings together information which could hitherto be gleaned only by scanning upwards of twenty different research inventories, it offers the twin advantages of comprehensive coverage and minimisation of the possibility of double-counting of the staff concerned.

In cases where statistics were not readily available, relevant organisations were sometimes able to provide reliable estimates. For instance, the

Local Government Training Board was able to formulate an estimate of the number of education welfare officers in England and Wales, based on a survey which it had conducted in June 1976, while the Board for Information on Youth and Community Service was able to estimate the number of youth and community workers employed in Scotland.

(c) professional bodies and associations

Professional bodies and associations constituted a third non-documentary source of information, though chiefly of a supplementary kind, as outlined below.

5. Supplementary Information

The case for a thoroughgoing statistical compendium of the kind provided by the present survey is an overwhelming one: without primary data on the potential market for information services, planning and the formulation of future lines of policy lack a reliable baseline from which to proceed. Nevertheless the primary data cannot be utilised directly. Indices of the likely relative demand of the various professional sub-groups have to be applied to the data prior to its use as a planning tool, and such indices must themselves be empirically derived. Indeed, it is envisaged that the second part of the present Project, which is concerned with the development and systematic evaluation of an experimental information service to a representative sample of educationalists, will yield indices of information need and likely demand. However, an additional preliminary assessment of the potential market can be made which, though extremely tentative and demanding of the utmost caution, may nonetheless serve as a useful "second-order" statistical baseline. This secondary or "supplementary" data, which is presented in Section III, is of two kinds:

- (i) Membership figures for professional associations in education other than trade unions (e.g. for the British Educational Research Association, the Association of Teachers of Mathematics, and the Music Advisers' National Association).
- (ii) Statistical data on the readership of educational newspapers and periodicals (obtained mainly from surveys commissioned by the Times Educational Supplement and Times Higher Education Supplement).

There are numerous arguments for a cautious treatment of data of this kind, not the least of which are the overlap between the membership of different associations, the impossibility of including the many "parent-discipline" associations to which a considerable body of educationalists (particularly those in higher and further education) belong, and the lack of readership data on the very great number of specialist learned journals in education and training. It can however be argued that to take up membership of a professional association and to read regularly one or more educational newspapers or periodicals are in themselves indicators, however rough-and-ready, of an interest in educational information. To put it another way, it seems plausible that education and training staff who manifest a concern to keep abreast of educational developments and issues will, on average, be more likely to become consumers of an information service than those who do not show this concern.

6. Codification of Personnel in Education and Training

Given the multi-faceted diversity of personnel in education and training and the wide variety of sources of relevant statistical data, it will not be sufficient merely to collate the information collected. It must also be systematically categorised and codified in a way which will permit an overall assessment of the relative size of various groups and

avoid overlap between different groups and different statistical sources, whilst also bringing together various professional sub-groups which manifestly perform similar functions.

A codification of this kind is however inevitably the product of a compromise between, on the one hand, a categorisation which might be optimally useful in the assessment of the likely demand for information services¹, and, on the other, the very real constraints imposed by the forms in which information is available in statistical sources. The case for a pragmatic approach is therefore a strong one, and this is reflected in the categorisation of personnel used in the survey, which is based on a two-dimensional matrix. The two axes of the matrix are (i) employer or employing institution² (ii) occupational category.

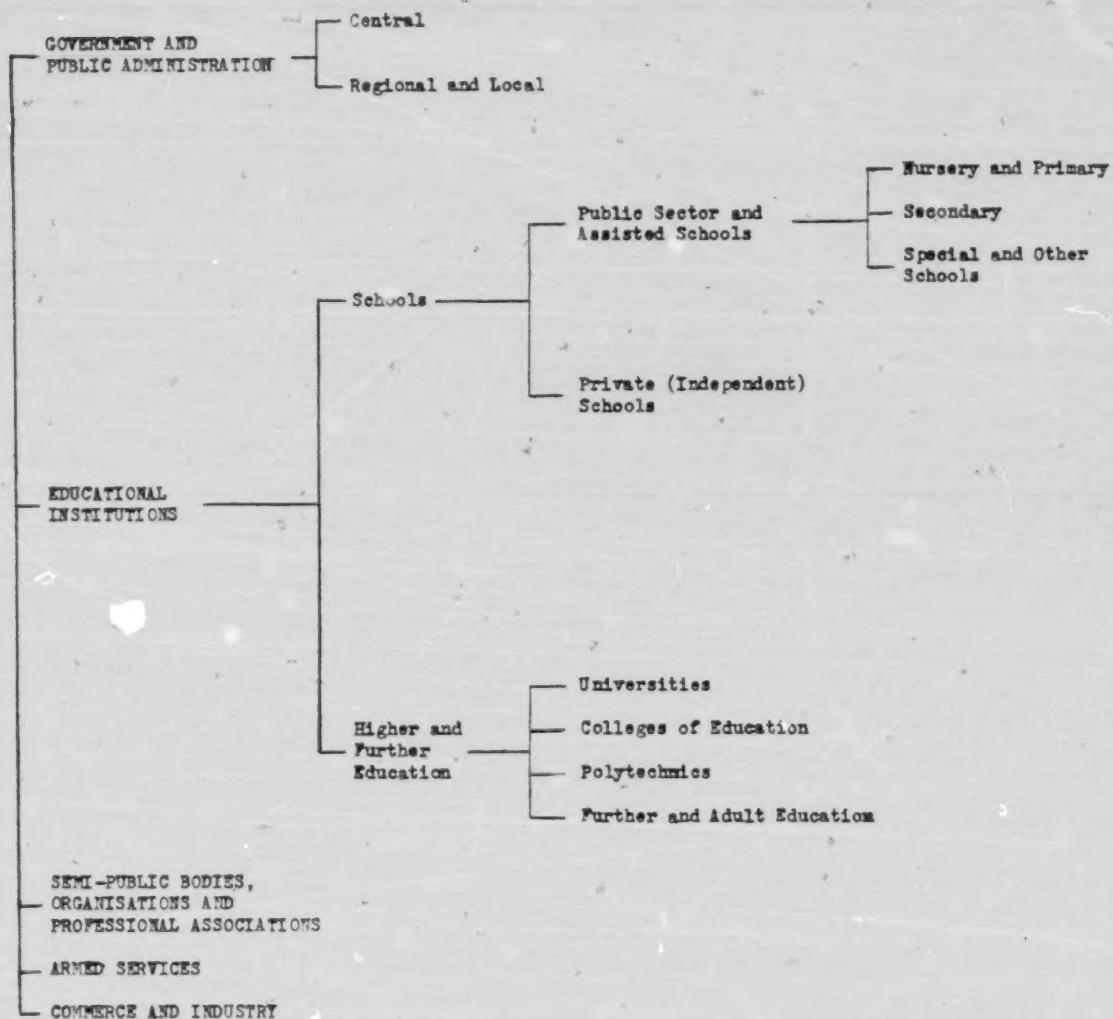
The "employer" axis is sub-divided as shown in Figure 1.3. The sequence of employment groups from top to bottom of the Figure loosely follows a progression from public to private, but, as for example the position of private schools within the grouping indicates, the 'logic'

1 A good example is the breakdown proposed by Rittenhouse (1971), who suggests that the information needs of administrators can be identified in terms of specific roles such as decision-making, planning, implementation and evaluation. Potentially valuable though such a breakdown is, the format in which data is available does not make it possible to use the breakdown to categorise statistics on administrative personnel.

2 In many cases, the phrase "employer or employing institution" is taken to mean "institution in which employed" rather than the literal meaning of "employer" as such. The clearest example is that of schoolteachers, who, although strictly speaking employed for the most part by local authorities, appear under the broad heading of educational institutions. A stricter definition of "employer" would necessitate re-positioning of many of the "educational institutions" sub-headings under that of local government, but would not materially change the sub-headings under which data is presented. Moreover, "correct" positioning within a scheme of that kind would pose immense problems for a category of institutions such as universities, which are funded by central government but not directly responsible to it.

FIGURE I.3

CATEGORISATION OF EMPLOYERS/EMPLOYING INSTITUTIONS



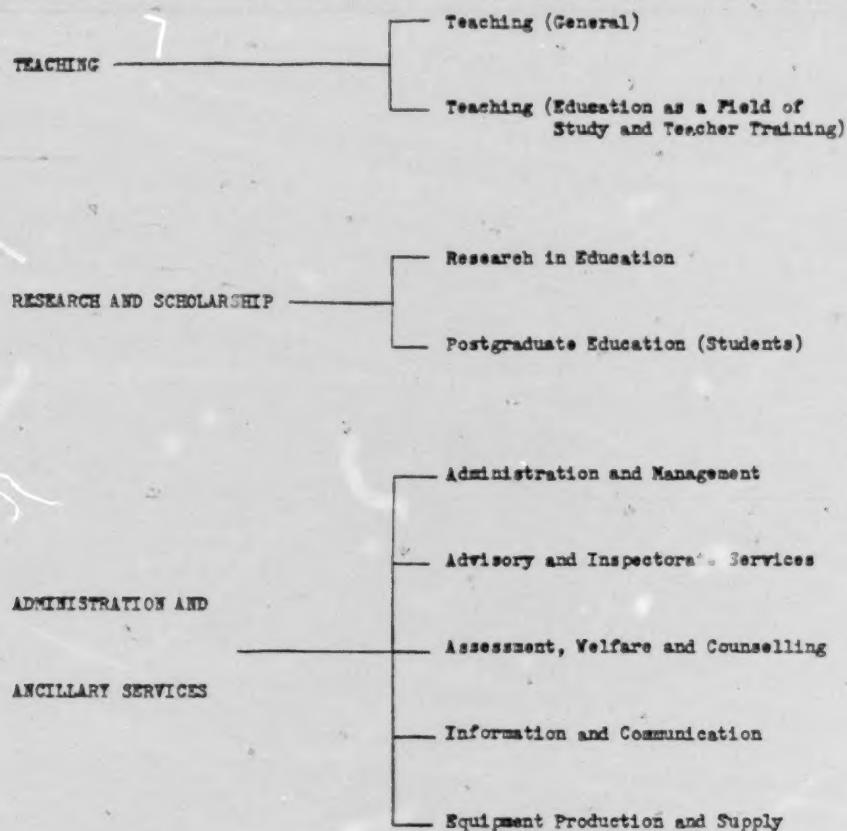
of the progression has not been strictly adhered to for the sake of convenience of statistical presentation.

The occupational group axis is sub-divided into three main groups: teaching, research and scholarship, and administration and ancillary services¹ (see Figure I.4). Here the divisions between the various groups are less sharply drawn. For example, teachers in higher and further education may also be both researchers and administrators. Nevertheless, as the introduction to Section II of the report makes clear, the two-dimensional matrix makes it possible in some cases to indicate not only the "primary" occupational category of certain staff (e.g. teaching) but also the "secondary" occupational category (e.g. research) under which they may also perform a significant function.

1. This tripartite grouping has been used by, for example, Brittain (1970) Line (1973) and Mersel, Donohue and Morris (1966).

FIGURE I.4

CATEGORISATION OF OCCUPATIONAL GROUPS



II. PERSONNEL IN EDUCATION AND TRAINING: A COMPENDIUM OF STATISTICS

A. Introduction

This section of the report presents the main results of the survey. Sub-sections B, C and D present respectively statistical information on each of the three main occupational categories: teaching; research and scholarship; administration and ancillary services. Each sub-section contains individual tables on the various sub-categories within the occupational category concerned and terminates in a collated group table which brings together in one place the key statistics on that category or group. The three collated group tables are in turn brought together in the collated master table which comprises sub-section E and serves as a statistical summary of the findings of the survey¹.

1. The collated master table

Reference has already been made in Section I of this report to the two-dimensional matrix of personnel in the education and training services. The matrix forms the basic structure of the collated master table presented in sub-section E. The master table, in common with all the tables presented in the report, is intended to be as self-contained as possible, requiring only the minimum of additional explanatory information.

¹ It may be helpful at this point to clarify the terms used. Each axis of the matrix (and therefore of the collated tables) is divided into categories and sub-categories. Thus there are three occupational categories (teaching, research and scholarship, and administration and ancillary services) each of which is further broken down - in the case of teaching, into the sub-categories of "Teaching (General)" and "Teaching (Education as a Field of Study and Teacher Training)".

Where a sub-category in fact comprises more than one professional interest (for example, the sub-category "Information and Communication", which includes librarians, educational correspondents and broadcasters, and educational publishers) each of these latter is termed a 'profession'.

For convenience, the collated tables for each of the occupational categories are referred to as the collated group tables.

It has been designed to make it possible, wherever feasible, to make approximate assessments both of the total number of personnel in the education and training services as a whole and of the numbers of personnel represented in each of the categories and sub-categories on either axis. By codifying and presenting the statistical data in this way, it is possible to pose questions such as: What is the relative size of the personnel involved in, respectively, teaching, research and scholarship, and administration and ancillary services? What are the relative strengths of staffing within these broad occupational categories? And what is the balance of personnel both within different kinds of educational institutions and between educational institutions and other categories of employer?

There is inevitably a conflict in a presentation of this kind between the need to present statistics on each of the significant professional sub-categories and the need to present an overall statistical portrait in which the possibility of double-counting is eliminated, or at the very least minimised. This is made particularly difficult because the most reliable statistics on one sub-category may also include within them the figures for another sub-category which has not been separately identified in the source from which the figures were taken. The case of university staff affords a clear illustration of this problem. The UGC figures on university non-academic staff include librarians and counsellors; yet it is possible to obtain separate figures for these two latter professions from alternative sources. A similar problem arises in the case of educational researchers, teachers of education as a field of study and 'teacher trainers'; here it is particularly important to identify the sub-categories separately since they would constitute a key sector of the potential market for educational information services. If figures for librarians (to take this particular example a little further) are

to be included in the collated master table, it then becomes important to ensure that they will not be included in the total for university staff of all kinds (since the figures for non-academic staff include within them a figure for librarians). On the other hand, it is equally important that, in calculating a total along the occupational group (rather than the employment) axis, e.g. for librarians and other personnel in the "information and communication" sub-category in all employment sectors, the figures for librarians should be included if the total is to be reasonably accurate (and indeed there is no risk here of double-counting).

In order to clarify this problem, figures in one sub-category which are also included in the figures of another sub-category are shown in brackets. When calculating totals for columns on the employment axis, all figures in brackets should be ignored. When calculating totals for columns on the occupational axis, however, all figures in brackets should also be included in the totals calculated.

Since it may also be important to make clear to which 'parent' figures the bracketed figures belong, bracketed figures and the parent figures with which they are linked have each been tagged, in the collated master table, with a unique letter which indicates (to extend the metaphor) consanguinity.

2. The collated group tables

The three collated group tables perform an important function. They serve as the linchpin which draws together the individual tables and the collated master table. The whole of Section II of the report has been structured so that it is possible to move easily from the master table, via the group tables, to the individual tables, and vice-versa. Having consulted the figures given in one of the individual tables, for

example, one can consult the collated group table to see whether or not these figures have been combined with other related figures in a particular cell of the collated master table before moving on to the latter and comparing the total with totals which appear in other cells. Moving in the reverse direction, one can follow up figures given in the master table by consulting the relevant group table, which will indicate the individual table(s) from which the figures were drawn.

3. The individual tables

There are individual tables covering all the occupational sub-categories identified in the survey. The coverage of these tables inevitably reflects to varying degrees the sources from which the information presented was obtained. In some cases, figures for more than one occupational or employment category or sub-category of the matrix (and thus, of the collated master table) appear in a single table because no further breakdown of the data was available. In other cases, there is more than one table for a particular occupational or employment sub-category where that sub-category covers two or more professions or where figures for that sub-category were not available in their entirety from a single source.

Another difficulty arises in cases where data on a particular sub-category was available from more than one source. To take a particular example, statistics on teachers are contained not only in the statistical series produced by the education departments but also in the 1971 Census. The question which then arises is: which of the total figures given should appear in the collated master table? A prime consideration is the reliability of the sources from which the figures were taken, their recency, and the breakdowns afforded within the figures, bearing in mind the need to present the best single set of statistical data

available on a specific occupational sub-group. But another, and equally important consideration concerns the suitability of the statistics available for inclusion in the collated master table, bearing in mind the need to avoid factors such as overlap or double-counting. The weighing-up of one consideration against another cannot be discussed in the abstract, but only by reference to the statistics for specific sub-groups; this is done in the commentary on each of the three sub-sections which follows.

Nevertheless, wherever valid alternative or complementary statistical data has been available, it is also presented, either as a supplementary note to the relevant individual table or as a separate table in its own right. Any totals which have been selected for inclusion in the collated master table are indicated by the capital letter "T" and are shown at the foot of the tables concerned, on a separate line.

A number of other symbols have been used. An asterisk (*) preceding a figure indicates that the figure is an estimate, while the symbols "FT" and "PT" (also preceding a figure) are used to distinguish between full-time (FT) and part-time (PT) staff¹.

Each individual table is accompanied by footnotes indicating the source of the figures, the date of compilation (where known), and any other relevant information (such as the working definition of the occupational sub-category used in the compilation of the figures).

4. Computing Global Totals

Before presenting the individual and collated tables, a note of caution must be sounded. As a commentary on the 1966 Census observes (Central

1 Where no part-time figures are given, it should be assumed that the figures presented are for 'full-time' or 'full-time equivalent' (FTE) staff. Wherever possible, the individual tables indicate which of the two latter applies.

Statistical Office, 1971, p.14), "one must always beware of confounding different sources which use different definitions and modes of collection". The Census itself, for example, is unique in depending on the individual's statement of his occupation, whereas other sources rely on returns made by the relevant employer. Similar and equally significant differences between sources arise because of differences in time-base, working definition of occupational groups covered, treatment of full-time and part-time staff, regions or countries covered, and the ever-present possibility of overlapping coverage.

Attempts therefore to calculate global totals for particular categories may be fraught with difficulties (particularly since some of the collated totals given may themselves be derived from more than one source), and any totals derived cannot necessarily be regarded as accurate, reliable or valid. To quote again from the 1966 Census commentary, "differences in coverage imply that caution is needed in combining statistics from different sources" (Central Statistical Office, 1971, p.14).

B. Teaching

Teachers form by far the largest group of persons employed in education and training. In LEAs in England and Wales, for example, it was estimated that in March 1976, the ratio of full-time teaching to non-teaching staff was 2.3 : 1 (Hansard, Written Answers, August 4th 1976, Col. 813). If non-teaching staff engaged in manual or clerical capacities were excluded, the ratio of teachers to other professional LEA employees would become even more significant. However the group is also very diverse, encompassing for example nursery school teachers, university professors, part-time adult education tutors and industrial training officers.

The first five tables of this section relate to schoolteachers. Tables IIB.1 and II B.2 cover, respectively, teachers in maintained nursery and primary education and teachers in maintained and grant-aided secondary education whilst Table II B.3 is concerned with teachers in maintained special and other schools (including miscellaneous and divided service in England and Wales and occupational centres in Scotland). Table II B.4, 'Percentages of Full-Time Teachers in Each Grade in Maintained Schools in England and Wales' provides useful supplementary information on the distribution of teachers by grade: it can be seen from this table that over fifty per cent of teachers are on the lowest two grades (i.e. grades 1 and 2). Table II B.5 covers teachers working in independent schools.

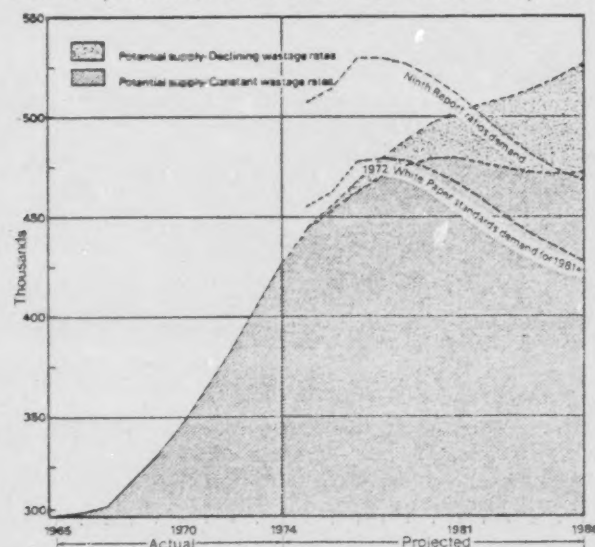
Projections of teacher numbers

Teacher statistics, compiled by education departments, are invariably prone to a time-lag which may be in the region of two or three years. It is therefore also important to remember that figures contained in the tables will in most cases understate current manpower levels. Moreover, a brief examination of likely future trends in teacher demand and supply may be valuable if the statistics are to be used for planning purposes.

In one of its recent reports on education, the DES estimates the total number of teachers (including full-time equivalent of part-time teachers) in maintained primary and secondary schools in England and Wales at 442,000 and states that the Government is planning an increase to 480,000 - 490,000 teachers by 1981 (Department of Education and Science, 1975b). The decline in the growth of teacher numbers which this target represents is the result of a continuing fall in the birth-rate and the consequent prospect of a reduction in the size of the school population during at least the early 1980s. Figure IIB.1 is taken from the report and illustrates two projections of potential teacher supply contrasted with projections of teacher demand. The two variations in the future supply of teachers are based on alternative hypotheses of constant or declining wastage rates, while teacher demand projections are included for the staffing standards recommended by, respectively, the 1965 Ninth Report of the National Advisory Council on the Training and Supply of Teachers and by the 1972 White Paper, "Education: A Framework for Expansion".

FIGURE IIB.1

TEACHERS: SUPPLY, POTENTIAL SUPPLY AND DEMAND, 1965 - 1986¹.



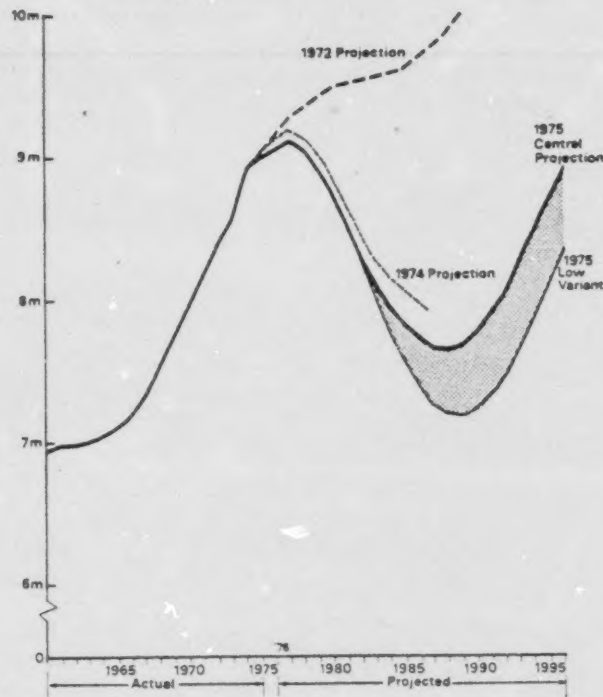
*Applied to each year from 1975.

1. Source: Department of Education and Science. Teachers for the 1980s: Statistical projections and calculations. DES Reports on Education No. 82, March 1975, p.7.

A subsequent report (Department of Education and Science, 1976) includes new school population projections based on revised projections of births (see Figure IIB.2). The updated 'central' projection (i.e. the projection which lies between the high and low variants) for 1981 and 1986 is lower by about 150,000 and 250,000 respectively than the figures contained in the 1975 report. The 1976 report does envisage an eventual

FIGURE IIB.2

TOTAL SCHOOL POPULATION, 1960 - 1995¹.



1. Source: Department of Education and Science. *The Future School Population*. DES Reports on Education No.85, June 1976, p.3.

upswing in the school population starting towards the end of the 1980s, but in the meantime there will be a greater decline in the number of teachers entering the profession than was forecast in the 1975 report¹.

¹ A very recent (and confidential) DES planning document entitled "The Teacher Force in the 1980s" reportedly contains a more pessimistic projection of a teacher force of 460,000 by 1980, while Hencke (1976) has suggested that even this figure may be too high.

This may have some beneficial effects on schools, as the 1976 report suggests :

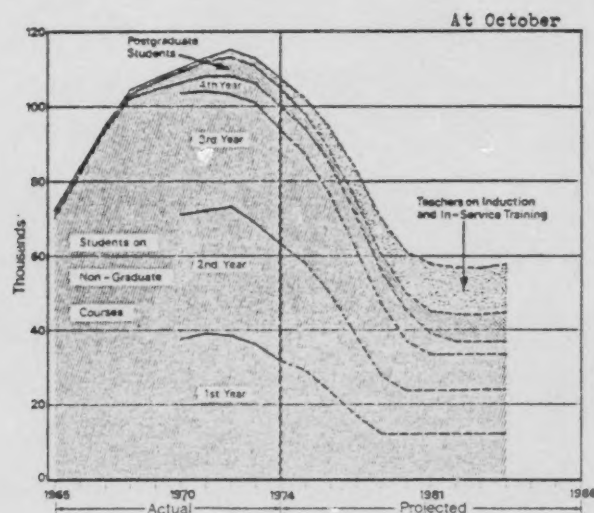
"A reduction in the annual intake of new teachers will raise the average age and length of experience of the teaching profession. The annual rate of turnover of teaching posts is also likely to be reduced, thus producing greater stability of staffing in the schools. Thus in some ways the schools may be expected to benefit, but there are likely to be increasing difficulties in securing the best match between the requirements of teaching posts and the qualifications and experience of the available teaching force". (Department of Education and Science, 1976).

Teacher training

A reduction in the demand for teachers inevitably also means a cutback in the numbers of trainee teachers. Figure IIB.3, which is taken from the DES report mentioned above, shows the projected decline in the numbers of teachers in training outside the universities. This decline in teacher training places is already making its impact felt on the

FIGURE IIB.3

TEACHERS IN TRAINING OUTSIDE UNIVERSITIES: 1965 - 1983¹.



1. Source: Department of Education and Science. Teachers for the 1980s: Statistical projections and calculations. DES Reports on Education No.82, March 1975, p.6.

reorganisation of the colleges of education, first announced in the 1972 White Paper. Hencke (1976) has categorised the different courses of action followed by colleges of education in the course of reorganisation:

1. Closure. This has been the fate mainly of small colleges with little room for expansion (21 colleges: e.g. Alnwick and Hockerill).
2. Mergers with universities (5 colleges: e.g. Homerton College and Loughborough College of Education).
3. Mergers with polytechnics (33 colleges: e.g. Northern Counties College with Newcastle Polytechnic Faculty of Education).
4. The formation of Colleges of Higher Education and Further Education. These result from mergers between two or more colleges of education (e.g. Bath College of Education and Newton Park College to become Bath College of Higher Education), mergers of one or more colleges of education with one or more further education colleges (e.g. Bradford College formed from the merger of Bradford College of Art and Technology and Margaret McMillan College), or the diversification of individual colleges of education to become larger institutions of higher education concentrating on the arts and human sciences (e.g. Berkshire College of Education has become Bulmershe College of Higher Education). (Altogether 63 colleges have merged into 44 institutions.)
5. Colleges which have remained largely unchanged i.e. mainly monotechnic teacher training institutions. (29 colleges have merged to form 27 monotechnic institutions; examples are Charlotte Mason College, Ambleside and Garnett College).

Hencke suggests that further reduction in projected forecasts of requirements for teachers in the 1980s will result in further colleges being closed down.

This period of flux in teacher training renders problematic breakdowns of FE teachers' statistics by institutional background (i.e. into colleges of education, polytechnics and further education establishments). Consequently the breakdowns appearing in Table IIB.7, 'Full Time Teachers in Colleges of Education, Polytechnics and Other Further Education Establishments', should be treated with some caution, particularly since the time-lag in the preparation of the statistics means that the figures for both England and Wales and for Scotland relate to 1974 - in other words, before the full impact of the Government's reorganisation of teacher training was felt.

Universities

Table II B.6, 'Teaching and Research Staff in Universities', includes figures for all UGC financed universities as well as for the Open University and the University College at Buckingham (often called the Independent University). The UGC figures are for academic staff and include both researchers and teachers, while the figures for the Open University and the University College at Buckingham are for teaching staff only.

Further and adult education

The statistical volumes compiled by the respective education departments only include figures on full-time teaching staff in further and higher education. Table II B.7 provides breakdowns of these staff by institutional type, i.e. those employed in (1) colleges of education, (2) polytechnics and their counterparts in Scotland, central institutions, and (3) other FE establishments (including colleges of further education, colleges of technology, and adult education institutes).

LEAs also employ a large number of part-time tutors, particularly in adult education. Table II B.9, 'Adult Education Teaching Staff in

Local Education Authorities in Great Britain', indicates that some 76,600 part-time tutors are employed in LEA adult education in England and Wales and that a further 9,667 are similarly involved in Scottish adult education. Many of these tutors are employed as full-time teachers in other parts of the educational system and extend their teaching activities to evening classes; in order to avoid the double identification of personnel in the survey, i.e. both as full-time teachers and as part-time tutors they have not been included in the collated tables. The same procedure has been adopted for another group of part-time tutors, many of whom are likely to be employed as full-time teachers elsewhere. This group comprises volunteer tutors recruited as part of the current adult literacy campaign. The Adult Literacy Resource Agency (ALRA) estimate that there are approximately 35,000 of these tutors already in operation and that the total number recruited is about 45,000. In addition the ALRA estimate that some eighty adult literacy staff are to be employed in LEAs and financed by the Agency in connection with the campaign.

Table II B.9, 'Adult Education Teaching Staff in Local Education Authorities in Great Britain' is included solely as supplementary information: it illustrates the numbers of teachers in adult education employed by local education authorities.

In addition to adult education teaching staff employed by LEAs, there are extra-mural lecturers in universities and adult education tutors working for the Workers' Educational Association (WEA). Costello (1976) estimates that there are some 520 extra-mural lecturers in British universities, but full-time extra-mural lecturers are not identified separately in Volume 6 of Statistics of Education (Universities), and no figures are given for part-time staff. WEA teaching staff are

shown in Table II B.11. Like part-time LEA adult education teaching staff, many WEA part-time tutors are also full-time teachers and have been excluded from the collated tables.

It seems reasonable to include the prison education service within the framework of further and adult education. In England and Wales and in Scotland, teaching staff for the prison education service (Table II B.10) are provided by LEAs. However in Scotland, fifty-four prison officers are also employed full-time in teaching duties, whilst in England and Wales a number of prison officers are involved part-time in training duties.

Armed services

Table II B.12 relates to educational services within the armed forces. Figures on teachers and lecturers were obtained from the directors of educational services for the Army, Navy and RAF. With the exception of the Navy, the total given in Table II B.12 (Services Education) includes administrative staff as well.

Independent further education

While statistics on teachers employed in public sector further education establishments are readily available in the statistical volumes compiled by the education departments, there is a dearth of figures on independent further education. The types of establishments encompassed by this sector include secretarial schools, language schools, flying schools, correspondence colleges, tutorial colleges and similar institutions. Research on this subject is being undertaken at the Institute for Research and Development in Post Compulsory Education, University of Lancaster, and is described by Lindsey March in a recent British Association paper (March, 1976). Mrs. March suggests that:

"the sector is very loosely organised, and what organisations there are tend to be very fluid and to compete with each other. They also tend not to collect statistics."
(March 1976, p.10).

One such organisation, the Association of British Correspondence Colleges, pointed out to a member of the present project that the formulation or compilation of valid and meaningful statistics on aspects of correspondence education has, so far, proved to be not only a fearsome prospect but a virtually impossible task, and that whilst undoubtedly the introduction of a system of accreditation some six years ago has brought these possibilities that much nearer, as long as colleges may apply or ignore it as they will, insuperable problems exist which serve to prevent anything like a complete picture emerging.

There are currently one hundred and three independent FE institutions which are recognised by the DES as efficient (Hansard, Written Answers, February 2nd, 1976, Cols. 485-90), but there are many more which have either not sought recognition or failed to obtain it. March (1976) estimates that there are approximately 140 secretarial schools, 500 language schools, 50 hairdressing schools, 8 flying schools, 43 heavy goods vehicle driving schools, 4 schools of floristry, as well as the correspondence colleges which claim to cater for between 500,000 and a million students.

Theological colleges

Teaching staff in theological colleges are another group of teachers not covered by the education departments' statistical volumes. The project team therefore contacted the Advisory Council for the Church's Ministry (ACCM) and the Free Church Federal Council. Although these bodies were unable to provide any statistics, they did supply lists of addressees of their respective colleges, to which a circular letter, requesting information on numbers of teaching staff, was subsequently

sent. Addresses of catholic colleges and seminaries were obtained from the Catholic Directory of England and Wales 1976. In several cases a list of teaching staff of the college was provided in the directory's entry. Where this information was not included, colleges were approached individually. Table II B. 13 'Teaching Staff in Theological Colleges' summarises the replies received. The figures for theological colleges appear under the sub-category 'Further and Adult Education' in the collated tables.

Training Services

The available statistics on personnel working in training services are unfortunately not very recent and substantially understate current manpower levels. Figures on training officers working in industries covered by Industrial Training Boards (ITBs) were obtained from the TSA and are based on a survey conducted in September 1971. The total number of full-time training officers employed in industries covered by twenty-seven out of twenty-nine ITBs was then 9,514, but the Agency estimates that by September 1976 this figure would have increased to approximately 13,000.

Table II B.14, 'Training Services', includes the 1971 figures for full-time and part-time training officers. These statistics can be compared with the supplementary information provided in Table II B.15, 'Teachers Employed in Industries other than Educational Services'. This table is based on figures contained in the 1971 Census and covers a broader spectrum of personnel (including, for example, apprenticeship supervisors): it extends across all industries, apart from those under industry unit group 872 - 'Educational Services', irrespective of whether they are industries covered by ITBs. In addition to industrial training officers, Table II B.14 provides statistics on the numbers of

staff with training functions in ITBs. These figures are taken from the Industrial Training Yearbook 1972, and since they are probably based on the annual reports of ITBs, will refer to mid-1971. The Industrial Training Yearbook ceased publication with the 1972 edition and its successor, the Personnel and Training Management Yearbook and Directory does not contain these figures. The view of the TSA is that the numbers of persons employed in such capacities will have "increased substantially" since the compilation of the statistics in 1971.

Amongst the staff employed by ITBs with training functions are training advisers: supplementary information on this group can be found in section II D, (see Table II D.13).

Teachers of education as a field of study and teacher training

The concluding table in this section (Table II B.16) relates to a sub-set of teachers who are involved either in the teaching of education as a field of study or in teacher training. It is important that this group be identified separately since they clearly constitute an important sector of the potential market for educational information services.

The breakdown for universities was supplied by the UGC and the figures given, in common with other statistics on academic staff supplied by the Committee, include research staff. As all college of education staff are involved to a greater or lesser extent in teacher training, the total for college of education staff derived from Table II B.7 has been entered for this table. Statistics for teachers of education or teacher trainers in polytechnics are not available, but it seems unlikely that they would have been very numerous in 1974, the latest date to which any statistics would have referred.

TABLE II B.1

TEACHERS IN MAINTAINED NURSERY AND PRIMARY SCHOOLS

	Full-time	Part-time (as FTE)	Total
<u>England and Wales</u> ¹			
Primary (incl. Nursery)	205,149	9,074	214,223
<u>Scotland</u> ²			
Nursery Schools/Departments	411	65	476
Primary Schools/Departments	25,261	2,056	27,317
<u>Northern Ireland</u> ³			
Nursery	39	-	39
Primary	7,908	32	7,940
			249,995 ^T

1. Source: Department of Education and Science, Statistics Branch. Figures relate to January 31st, 1976 and are based on returns submitted by LEAs.
2. Source: Scottish Education Department. Provisional figures for the session 1974/75
3. Source: Northern Ireland, Department of Education. Figures for January 1975

TABLE II B.2

TEACHERS IN MAINTAINED AND GRANT-AIDED SECONDARY EDUCATION

	Full-time	Part-time (as FTE)	Total
<u>England and Wales</u> ¹			
Secondary ²	221,499	8,383	229,882
Direct Grant Grammar ³	6,939	-	6,939
<u>Scotland</u> ⁴			
Secondary	24,395	1,732	26,127
<u>Northern Ireland</u> ⁵			
Secondary	8,683	199	8,882
			271,830 ^T

1. Source: Department of Education and Science, Statistics Branch

2. Figures relate to January 31st, 1976 and are based on returns submitted by LEAs

3. Provisional figures as at March 31st, 1974

4. Source: Scottish Education Department. Provisional figures for the session 1974/75

5. Source: Northern Ireland, Department of Education. Figures for January 1975

TABLE II B.3

TEACHERS IN MAINTAINED SPECIAL AND OTHER SCHOOLS

	Full-time	Part-time (as FTE)	Total
<u>England and Wales</u> ¹			
Miscellaneous and divided service	5,181	538	5,719
Special ²	15,798	542	16,340
<u>Scotland</u> ³			
Special Schools/Departments	1,093	130	1,223
Occupational Centres	14	4	18
<u>Northern Ireland</u> ⁴			
Special	239	4	243
			23,543 ^T

1. Source: Department of Education and Science, Statistics Branch. Figures relate to January 31st 1976 and are based on returns submitted by LEAs
2. Includes unqualified teachers
3. Source: Scottish Education Department. Provisional figures for the session 1974/75
4. Source: Northern Ireland, Department of Education. Figures for January 1975

TABLE II B.4

PERCENTAGES OF FULL-TIME TEACHERS ON EACH GRADE IN MAINTAINED SCHOOLS
IN ENGLAND AND WALES¹

Headteachers	7.6%
Deputy head teachers	6.7%
Senior teachers	0.3%
Scale 5	3.1%
Scale 4	9.5%
Scale 3	12.1%
Scale 2	18.6%
Scale 1	42.1%

1. Source: Statistics of Education, 1973, Volume 4, Teachers, Table 22

TABLE II B.5

TEACHERS IN INDEPENDENT SCHOOLS

	Full-time	Part-time (as FTE)	Total
England and Wales ¹	27,770	5,211	32,981
Scotland ²	1,400	157	1,557
Northern Ireland ³	20	4	24
			34,562 ^T

1. Source: Department of Education and Science, Statistics Branch. Figures relate to January 1975
2. Source: Scottish Education Department. Provisional figures for September 1974
3. Source: Northern Ireland, Department of Education. Number of teachers employed in independent schools registered under "The Education and Libraries (Northern Ireland) Order 1972" as at January 1975

TABLE II B.6

TEACHING AND RESEARCH STAFF IN UNIVERSITIES

	England and Wales	Scotland	Northern Ireland	Total
UGC Financed Universities¹				
Professors	3,406	581	120	4,107
Readers and Senior Lecturers	6,351	1,310	221	7,882
Lecturers and Assistant Lecturers	19,677	3,608	598	23,883
Others	1,677	340	20	2,037
	31,111	5,839	959	37,909
		Part-time	Full-time	
The Open University²				
Central academic staff ³				473
Regional academic staff				
Course tutors		(3,247)		
Counsellors		(1,992)		
Summer school tutors ⁴		(1,776)		
Assistant tutors		(208)		
Assistant counsellors		(74)		
University College at Buckingham				
Academic staff ⁵				11
		(PT 7,297) ^T		FT 38,393 ^T

1. Source: University Grants Committee. Figures relate to December 31st, 1974 and are for full-time teaching and research staff. Teaching and research staff in Institutes of Education and Departments of Adult Education (including extra-mural teachers) are included.
2. Source: The Open University (Information Services). Figures relate to 1976 and are for teaching staff only.
3. Central academic staff includes Deans, professors, readers, senior lecturers and lecturers. Regional academic staff includes Directors and Assistant Directors (Regional Tutorial Services), Regional Directors, Assistant Regional Directors, staff tutors and senior counsellors, assistant tutors and assistant counsellors (expressed as FTEs).
4. Summer school tutors will represent 3,533 'units' in 1976. As these tutors on average work a two-week period, the number of people will probably be 1,766.
5. Source: University College at Buckingham. Prospectus 1976-77 and supplement. Buckingham: The University College, 1975 p.7

TABLE II B.7

FULL TIME TEACHERS IN COLLEGES OF EDUCATION, POLYTECHNICS AND OTHER FURTHER EDUCATION ESTABLISHMENTS

	Colleges of Education	Polytechnics and Central Institutions	Other FE Establishments
England and Wales ¹	11,076	13,109	47,666 ⁶
Scotland ²	1,481	1,109	4,336
Northern Ireland ³	218 ⁴	475 ⁵	1,379 ⁷
	12,775 ^T	14,693 ^T	53,381 ^T

1. Source: Department of Education and Science, Statistics Branch
Provisional figures for March 31st, 1974
2. Source: Scottish Education Department. Provisional figures for the session 1974/75 which
comprise teachers employed wholly (or mainly) in further education
3. Source: Northern Ireland, Department of Education
4. Figure relates to January 1976
5. Total number of full-time teachers employed at Ulster College, the Northern Ireland
Polytechnic at January 1976
6. Includes evening institutes and divided service
7. Figure relates to April 1st, 1975

TABLE II B.8

NUMBERS OF TRAINED FULL-TIME TEACHERS IN GRANT-AIDED ESTABLISHMENTS OF FURTHER EDUCATION IN ENGLAND AND WALES¹

	Total No. of teachers	No. trained	% trained
Polytechnics	13,109	2,447	18.7
Other major establishments	47,117	19,995	42.4
Evening institutes and divided service	549	313	57.0

1. Source: DES, Statistics Branch
Based on provisional figures as at March 31st, 1974

TABLE II B.9

ADULT EDUCATION TEACHING STAFF IN LOCAL EDUCATION AUTHORITIES IN GREAT BRITAIN

I Estimated numbers of staff with direct adult education involvement, England and Wales¹

	Full-time	Part-time ²
Principals	340	1,100
Deputy principals/organizers	90	350
Principals/wardens/heads community schools or colleges	20	250
'Major establishment' college principals	30	180
Heads departments/vice principals	130	90
Tutors	400	76,600
Adult/community organizing tutors	100	30
Staff tutors, disadvantaged, immigrants, literacy, prisons etc.	20	20
	FT 1,130	PT 78,620

II Numbers of adult education staff in post, Scotland³

	Full-time	Part-time
Adult education principals	18	798
Adult education teachers	6	9,667
Full-time community wardens etc.	83	-
	FT 107	PT 10,465

1. Source: LEA Training and Staffing Surveys 1975, Adult Education 49 (1), May 1976, p.32-34. Estimates based on a survey conducted by the National Institute of Adult Education. The Russell Committee on Adult Education obtained information from LEAs on adult education staff in post in 1968-69. They found that, in England and Wales, 468 full-time principals were wholly employed in adult education, 433 full-time principals (141.7 FTE) had appointments shared between adult education and other duties and that also employed were 1,713 part-time principals, 336 full-time and 76,093 part-time teachers and 184 full-time community centre wardens. (Source: Department of Education and Science, Adult Education: A Plan for Development: Report by a committee of inquiry appointed by the Secretary of State for Education and Science under the chairmanship of Sir Lionel Russell CBE London: HMSO, 1973, Appendix B, Annex II, Table 5).

2. Includes persons with half-time (or more) involvement.

3. Source: Scottish Education Department Adult Education: The Challenge of Change: Report of a committee of inquiry appointed by the Secretary of State for Scotland under the chairmanship of Professor K. J. W. Alexander. Edinburgh: HMSO, 1975, Table 1. Figures relate to 1971/72 and are based on returns from 32 out of a possible total of 35 replies

TABLE II 8.10

NUMBER OF TEACHING STAFF IN THE PRISON EDUCATION SERVICE

	Full-time	Part-time
England and Wales ¹	(170)	(3,131) ²
Scotland ³		
Teachers	(13)	(75) ⁴
Prison officers employed fully in teaching duties	54	-
Northern Ireland ⁵	5	47
	(FT 183) ^T	(PT 3,205) ^T
	FT 59 ^T	PT 47 ^T

1. Source: Home Office. Report on the work of the Prison Department 1975 London: HMSO, 1976, para.69 (Cand. 6523). Teaching staff for the prison education service in England and Wales are provided by the local education authority.
2. Includes some prison officers who are involved part-time in training duties
3. Source: Scottish Home and Health Department
4. Comprises 26 part-time teachers and 49 evening class teachers.
5. Source: Hansard, Written Answers, March 13th, 1975, Cols. 193-4

TABLE II B.11

TEACHERS EMPLOYED BY THE WORKERS' EDUCATIONAL ASSOCIATION¹

Full-time ²	Part-time ³
130	2,000-5,000

130 ²

1. Source: Workers' Educational Association

2. Full-time tutors are persons employed full-time by the Association to teach and also to carry out some organizing functions.

3. Numbers of part-time tutors are difficult to assess. However, many of these people will be included elsewhere because the group is composed of a considerable number of full-time teachers and lecturers who also teach for the Association on a part-time basis.

TABLE II 9.12

SERVICES EDUCATION

Royal Army Educational Corps ¹	620
Navy - Instructor Branch ²	600
RAF Educational Services ³	400
Civilian lecturers employed in posts in Army Education ⁴	170
Civilian lecturers employed in RAF Training Schools ⁵	45
	1,835 ^T

1. Source: Director of Army Education. Approximate number of Officers with responsibility for the education of Army Officers and Soldiers. Figure includes a small number of Officers serving in administrative posts.
2. Source: Director of Naval Education Services. Approximate number of Naval Officers whose main work concerns the education and training of Naval Officers and Ratings.
3. Source: Director of RAF Educational Services. Comprises approximately 60 RAF Education Officers in administration, 210 RAF Education Officers in Training Schools and 130 RAF Education Officers in FE on RAF Units.
4. Source: Director of Army Education
5. Source: Director of RAF Educational Services

TABLE II B.13

TEACHING STAFF IN THEOLOGICAL COLLEGES

	Full-time	Part-time
Church of England ¹	75	42
Roman Catholic ²	86	15
Free Church ³	52	26
	FT 213 ^T	PT 83 ^T

1. Based on returns from fifteen out of sixteen independent theological colleges in England and Wales.
2. Based on returns from five theological colleges in Great Britain and on data contained in the Catholic Directory of England and Wales 1976 for two colleges.
3. Based on returns from thirteen out of fifteen independent theological colleges in England and Wales.

TABLE II B.14

INDUSTRIAL TRAINING

Industrial Training Board	Number of Training Officers Employed in Industry ¹		Industrial Training Boards ²	
	Full-time	Part-time	Total staff	Number of staff with training functions
Agricultural, Horticultural and Forestry	12	-	275	104
Air Transport and Travel	118	-	55	35
Carpet	16	33	20	20
Ceramics, Glass and Mineral Products	223	233	110	59
Chemical and Allied Products	626	505	97	34
Clothing and Allied Products	-	-	40	15 ³
Construction	320	250	781	543
Cotton and Allied Textiles	116	30	-	23
Distributive	722	538	283	118
Electricity Supply	150	-	7	7
Engineering	3,440	5,622	930	440
Foundry ITC	87	129	32	60
Food, Drink and Tobacco	836	-	155	42
Footwear, Leather and Fur Skin	168	-	42	18
Furniture and Timber	118	96	122	24 ³
Gas	80	-	22	10
Hotel and Catering	268	-	373	142
Iron and Steel	330	-	84	60
Knitting, Lace and Net	70	60	43	20
Man Made Fibres Producing	42	-	4	1
Paper and Paper Products	300	-	81	45
Petroleum	200	-	46	20
Printing and Publishing	153	82	157	75
Road Transport	630	-	750	570
Rubber and Plastics Processing	133	-	68	25
Shipbuilding	53	30	72	47
Water Supply	-	-	-	12
Wool, Jute and Flax	63	-	60	33
Local Government Training Board	240	260	87	26
Northern Ireland Training Executive			175 ⁴	97 ⁴
	PT 9,514 ^T	PT 7,868 ^T		2,725 ^T

The membership of the Institution of Training Officers was 5,200 as at May 10th, 1976. The bulk of the members are qualified training officers employed in the UK in commerce, industry, local and central government services or the defence forces, although approximately 500 are overseas members.⁵

1. Source: Training Services Agency. Figures based on a survey conducted in September 1971. Where figures are 'not known', this is indicated by a dash (-). A TSA estimate of the number of training officers employed full-time in industries covered by the Boards in September 1976 is in the region of 13,000.

2. Source: Industrial Training Yearbook 1972. London: Kogan Page, 1971. The 1972 volume was the final edition of the 'Industrial Training Yearbook'. More recent figures are not available.

3. Training advisers only.

4. Source: Northern Ireland Department of Manpower Services, Northern Ireland Training Executive. Report and statement of accounts for the period 1 April 1974 to 31 March 1975. Belfast: HMSO, 1976, p.5.

5. Source: Institution of Training Officers

TABLE II B.15

TEACHERS EMPLOYED IN INDUSTRIES OTHER THAN EDUCATIONAL SERVICES ¹

<u>Industry Order</u>		
I	Agriculture, forestry and fishing	10
II	Mining and quarrying	430
III	Food, drink and tobacco	1,250
IV	Coal and petroleum products	90
V	Chemicals and allied industries	1,130
VI	Metal manufacture	1,270
VII	Mechanical engineering	2,300
VIII	Instrument engineering	310
IX	Electrical engineering	2,690
X	Shipbuilding and marine engineering	420
XI	Vehicles	1,980
XII	Metal goods not elsewhere specified	810
XIII	Textiles	1,360
XIV	Leather, leather goods and fur	10
XV	Clothing and footwear	610
XVI	Bricks, pottery, glass, cement etc.	530
XVII	Timber, furniture etc.	110
XVIII	Paper, printing and publishing	590
XIX	Other manufacturing industries	470
XX	Construction	390
XXI	Gas, electricity and water	730
XXII	Transport and communication	2,060
XXIII	Distributive trades	2,250
XXIV	Insurance, banking, finance and business services	2,210
XXV	Professional and scientific services (excluding industry unit group 872 - "Educational Services") ²	3,340
XXVI	Miscellaneous services	8,230
XXVII	Public administration and defence	4,970
		40,940

1. Source: Office of Population Censuses and Surveys, London and General Register Office, Edinburgh. Census 1971, Great Britain, Economic Activity Part III (10% Sample). Table 19 Persons classified under occupational unit group 194 (i.e. teachers not elsewhere classified), which consists of teachers other than those at universities, university colleges, or primary and secondary schools. Training officers and apprenticeship supervisors are included.
2. Industry unit group 872 comprises maintained primary and secondary schools, other primary and secondary schools, universities, colleges of education, establishments for further education, educational administration and educational establishments not elsewhere specified.

TABLE II B.16

TEACHERS OF EDUCATION AS A FIELD OF STUDY AND TEACHER TRAINING

Universities ¹		Colleges of Education ²	Further Education (Coombe Lodge FE Staff College) ³	
Professors	116		Director	1
Readers and Snr. Lecturers	376		Deputy Director	1
Lecturers and Asst. Lecturers	1,226		Senior Staff Tutor	1
Others	33		Staff Tutors	6
(1,751) ^T		(12,775) ^T	(9) ^T	

1. Source: University Grants Committee. Figures relate to December 31st, 1974. N.B. These figures include research staff

2. See Table II B.7

3. Source: Coombe Lodge Further Education Staff College. A Report on the year 1975. Slagdon: Coombe Lodge, 1976, p.7

TABLE II B.17

COLLATED GROUP TABLE ON TEACHING

		GOVERNMENT & PUBLIC ADMINISTRATION		EDUCATIONAL INSTITUTIONS								SEMI-PUBLIC BODIES, ORGANISATIONS & PROFESSIONAL ASSOCIATIONS	ARMED SERVICES	COMMERCE & INDUSTRY
		Central	Regional & Local	Public sector and assisted schools				Higher and further education						
				Nursery & Primary	Secondary	Special & Other Schools	Private (Independent) Schools	Universities	Colleges of Education	Polytechnics	Further and Adult Education			
T	Teaching													
E	(General)		249,995 FTE II B.1	271,830 FTE II B.2	24,543 FTE II B.3	PT 34,562 II B.5	PT 38,393 II B.6	PT 12,775 II B.7	PT 14,693 II B.7	FE establs. PT 53,381 II B.7 Coombe Lodge 9 Prisons (PT 183) (PT 3,205) PT 59, PT 47 II B.10 Theo. Colls. PT 213 PT 83 II B.13 ALRA ² 80	VBA PT 135 II B.11	1,835 ¹ II B.12	Training officers PT 9,514 PT 7,868 II B.14 ITBs 2,725 II B.14	
A														
C														
H														
I														
N														
G														
	Teaching (Education as a Field of Study & Teacher Training)													
				</										

1. Includes administrators of educational services within the armed forces.

2. Adult literacy staff employed in LEAs and financed by the Adult Literacy Resource Agency in connection with the current adult literacy campaign.

C. Research and Scholarship

The research and scholarship category covers two groups, researchers in education and postgraduate students in education. Statistics on educational researchers were mainly derived from counting entries in the new NFER Register of Educational Research and the data on post-graduate students was extracted from Education Statistics for the United Kingdom 1974 and the CNAA Annual Report 1974-75.

There is a substantial amount of overlap between this category and other categories, particularly that of 'Teaching'. And indeed, there is even some overlap between the two sub-categories of 'Research and Scholarship' since the NFER Register includes some entries for research aimed at higher degrees. However the degree of overlap is greatest in respect of teachers who are involved in research, especially in the case of universities where the figures presented under the teaching category also include research workers. In an attempt to minimise the possibility of double-counting, therefore, most of the figures derived from the NFER Register appear in the collated tables in brackets. Nevertheless in several instances - central government, commerce and industry, organisations and associations, and clinics and hospitals - the educational researchers are not subsets of any other figures appearing on the master table: these totals have therefore been treated as primary statistical information. Similarly, collated totals for part-time postgraduate students in education have been bracketed, since many of this group will have been identified elsewhere (as, for example, teachers).

Educational researchers. There are many research registers on education, including, for example, those produced by the Society for Research into Higher Education, the Centre for the Teaching of Reading, and the Training Services Agency. The NFER Register is unique in that it draws together data contained in a large number of these registers

and strives at comprehensiveness. It therefore seemed to be the best source of information on researchers, particularly as the possibility of double identification is minimised. Nonetheless the Register cannot be regarded as completely comprehensive, in spite of the strenuous efforts of its compiler. Several register compilers who were approached with a view to co-operation were unable to participate for reasons of copyright, and difficulties were inevitably encountered in tracking down researchers, either because some institutions fail to complete and return the questionnaires on their research work or because the researcher may be working in relative isolation in a school or college, association or organisation, or a local education authority. This tracking down operation is particularly problematic in the case of researchers working in subject fields other than education.

As the NFER Register is yet to be published, the actual counting up of researchers' names was carried out directly from computer print-out of the register kindly provided by the compiler. This print-out was sorted to ensure that entries were not duplicated and to remove entries referring to research which terminated before February 1976 (i.e. the closing date for entries for the register). Those entries which did not indicate whether the research was on-going or had been completed were assumed to be continuing. Names appearing in the entries were then counted, while care was taken to ensure that researchers involved in more than one project at a particular institution were only counted once, although this appeared to be a relatively rare occurrence and usually happened where research in colleges of education was being supervised by a member of staff at the local university's department of education who was also involved in his own research at the university.

Table II C.1, 'Educational Researchers or Researchers in Related Areas',

contains figures derived from the computation of entries in the NFER Register. It suggests that the total number of researchers on projects currently in progress is in the region of 1,603, 1,052 of which are based in universities or university institutions. The total for universities is almost entirely a sub-set of the figures presented in Table II B.6 on teaching staff in universities, granted the differing time-bases and the fact that the research register covers all researchers whilst the UGC figures used in the table relate only to full-time staff. There is some overlap too with the sub-category 'Teaching as a field of study and teacher training', but the register also includes many researchers drawn from departments other than education. The overlap of research interests in the social sciences is illustrated in Tables II C.2 and II C.3 which list the secondary research interests of social scientists involved in the INFROSS Project conducted at Bath University. Table II C.2, 'Secondary Research Interests of Educational Researchers' indicates that although 44 per cent of educational researchers involved in the project had only an interest in educational research, 21 per cent had a secondary interest in psychology and 18 per cent had a secondary interest in sociology. Table II C.3, 'Social Science Researchers in Disciplines Other Than Education with a Secondary Interest in Education', indicates that 13 per cent of social science researchers in the INFROSS project with a primary interest in psychology also had a secondary interest in education, whilst 9 per cent of social science researchers in both sociology and statistics/mathematics had a similar secondary interest in education.

Two research associations exist in the U.K. for researchers in education and those interested in educational research. Tables II C.4 and II C.5 provide supplementary information on the institutional background of

members of respectively the British Educational Research Association (BERA) and the Scottish Educational Research Association (SERA). SERA differs from BERA in that it places greater emphasis on attracting members not directly involved in educational research.

Postgraduate students in education. The second sub-category of research and scholarship is concerned with postgraduate students in education. Table II C.6 includes figures for those postgraduates in education who are undertaking one of the following in a university or in advanced further education: (i) research work for a higher degree (ii) taught courses for a higher degree or (iii) other postgraduate work (other than Diploma of Education or postgraduate certificate of education courses).

TABLE II C.1

EDUCATIONAL RESEARCHERS AND RESEARCHERS IN RELATED AREAS¹

Government Departments	Local education authorities	Schools	Universities/ university institutions ²	Colleges of education	Polytechnics	Other FE establishments	Associations/ Organisations ³	Armed Forces	Commerce	TOTAL
23	42	18	1,052	112	193	40	111	2	4	1,597
23 ^T	(42) ^T	(18) ^T	(1,052) ^T	(112) ^T	(193) ^T	(40) ^T	111 ^T	(2) ^T	4 ^T	

1. Source: National Foundation for Educational Research. Based on those entries in the forthcoming 'Register of Educational Research' which refer to on-going projects as at February 1976. Figures appear in brackets when they are sub-sets of other figures appearing in the collated master table.
2. Includes the Open University. The number of researchers in education employed by the OU in 1976 is 87 (Source: Open University).
3. Includes researchers employed by research and development establishments such as the NFER, the Council for Educational Technology etc. Researchers in these types of organisations make up 73 of this total. Also includes 4 educational researchers in clinics and hospitals.

1
6
2
1

TABLE II C.2

SECONDARY RESEARCH INTERESTS OF EDUCATIONAL RESEARCHERS (THE INFROSS STUDY)¹

Education only	44%	
Psychology	21%	
Sociology	18%	
History	6%	
Politics	4%	(N=136)

1. Source: Bath University Library. Information Requirements of Researchers in the Social Sciences
Volume 2, Table 2

TABLE II C.3

SOCIAL SCIENCE RESEARCHERS IN DISCIPLINES OTHER THAN EDUCATION WITH
SECONDARY INTEREST IN EDUCATION (THE INFROSS STUDY)¹

Primary Research Interest	% with secondary interest in education
Psychology	13%
Sociology	9%
Statistics/Mathematics	9%
History	3%
Politics	3%

1. Source: Bath University Library. Information Requirements of Researchers in the Social Sciences
Volume 2, Table 2

TABLE II C.4

MEMBERSHIP OF THE BRITISH EDUCATIONAL RESEARCH ASSOCIATION¹

Universities	157
Research and development establishments	43
Colleges of education	33
Polytechnics	17
Local authorities	4
Government departments	3
Teachers	3
FE establishments	2
Others	15
	277

1. Source: British Educational Research Association. Figures as at June 12th, 1976

TABLE II C.5

MEMBERSHIP OF THE SCOTTISH EDUCATIONAL RESEARCH ASSOCIATION¹

Teachers	82
Colleges of education	74
Universities	38
Local authorities	34
Research Council	15
Scottish Education Department	8
Others	38
	289

1. Source: Scottish Educational Research Association. Figures as at March 1st, 1976

TABLE II C.6

POSTGRADUATE STUDENTS IN EDUCATION

	Universities		Further Education ⁴
	Full-time ¹	Part-time ³	
Research work for a higher degree	326	-	28
Taught courses for a higher degree	949	-	50 ⁵
Other postgraduate work (excluding students on PGCE or Dip. Ed. courses)	2,511 ²	-	46 ⁶
	FT 3,786 ^T	(PT 4,430) ^T	124 ^T

1. Source: Education Statistics for the United Kingdom 1974, Table 34. Figures as at December 31st 1974
2. This figure has been obtained by deducting a total of 4,859 students on postgraduate teacher training courses in universities (Source: Education Statistics for the United Kingdom 1974, Table 27 Figure for October/November 1974) from the category "Other Research and Postgraduate Work" in Table 34
3. Source: Education Statistics for the United Kingdom 1974, Table 35 (11)
4. Source: Council for National Academic Awards Annual Report 1974-75 London: CNAA, 1976, p.28-32 Figures relate to the 1975/76 session.
5. Comprises courses in educational management, art education and educational development and psychology
6. Students enrolled on CNAA postgraduate certificate in education courses are not included. Figures in the CNAA Annual Report (op.cit.) show that the total number of students on these courses in the session 1975/76 was 809. Students on PGCE courses in colleges of education amounted to 7,117 in October 1974 (Source: Education Statistics for the United Kingdom 1974, Table 27)

1965-1967

COLLEGE OF EDUCATION RESEARCH AND SCHOLARSHIP

		GOVERNMENT & PUBLIC INSTITUTIONS		EDUCATIONAL INSTITUTIONS						SELF-HELP BODIES, ORGANIZATIONS & PROFESSIONAL ASSOCIATIONS	ARMED SERVICES	COMMUNITY & INDUSTRY		
		Central	Regional & Local	Public sector and assisted schools			Private (Independent) Schools	Universities	Higher and further education					
				Nursery & Primary	Secondary	Special & Other Schools			Colleges of Education				Polytechnics	Further and Adult Education
RESEARCH AND SCHOLARSHIP	Research in Education	23 II C.1	(42) II C.1	(18) II C.1				(1,052) II C.1	(112) II C.1	(193) II C.1	(40) II C.1	111 II C.1	(2) II C.1	4 II C.1
	Postgraduate Education (Students)							PT 3,786 (PT 4,430) II C.6	124 II C.6					

D. Administration and Ancillary Services

By comparison with personnel in the categories of 'Teaching' and 'Research and Scholarship', personnel in 'Administration and Ancillary Services' represents a diverse range of different professional groups. To some extent this comparative diversity is more apparent than real, since the terms 'teacher' and 'researcher' are rather widely applied and mask a variety of different professional functions and roles. Moreover, administrative and ancillary personnel, however diverse, share at least one common feature: that is, that the functions which they perform are generally in some way 'supportive' of the other sectors of the education and training services.

Nevertheless the diversity of groups within this category necessitates some pre-grouping and clustering both to facilitate statistical presentation and to draw together under common headings professional interests which are broadly similar in purpose and function. The categorisation adopted is, like the two-dimensional matrix of which it forms a part, a pragmatic one. 'Administration and Ancillary Services' has been divided into five sub-categories:

1. Administration and Management
2. Advisory and Inspectorate Services
3. Assessment, Welfare and Counselling
4. Information and Communication
5. Equipment Production and Supply

1. Administration and Management

There are many difficulties in attempting to assemble statistics on personnel employed in this capacity, perhaps the most formidable of which is that there is no generally accepted definition of an 'educational administrator' or 'educational manager'. Although manual and clerical staff have, as noted earlier, been excluded wherever

possible, it is often difficult to make distinctions of this kind, particularly if the statistics have been obtained from a number of sources. For example, the total staff of the Department of Education and Science as at April 1st, 1976 was 2,918 (Hansard, Written Answers, August 2nd, 1976, Cols. 513-2) but the number of staff in the Department's 'administrative group' as at July 1st of the same year was 1,605 (Hansard, Written Answers, August 6th, 1976, Cols. 1108-9). Counting the numbers of the Department's staff recorded in the Education Authorities Directory and Annual 1976, which lists staff of grade senior executive officer and above together with professional and specialist staff, yields the somewhat lower figure of 364. Comparison of the latter figure with that for a similar group, administrative staff employed by the UGC, further illustrates the difficulties, since the UGC figures refer to staff of grade executive officer and above.

Central Government. Five major central government administrative departments and agencies concerned with education and training in the U.K. can be identified: the three education departments, the UGC, and the Training Services Agency (TSA). Between them they employ nearly 12,000 staff (see Table II D.1) although the TSA is by far the largest employer, accounting for almost two-thirds of this total.

The DES is organised into seventeen branches, of which ten are policy branches (eight concerned with education) and seven are service branches. Each of the policy branches and most of the service branches are headed by an Under Secretary who is responsible to one of four Deputy Secretaries or direct to the Permanent Secretary. The total staff of the Department as at April 1st, 1976 was 2,918 (Hansard, Written Answers, August 2nd, 1976, Cols. 513-5). The total has fluctuated widely in recent years, from 3,000 in 1970-71 to 2,785 in 1974-75 (Hansard, Written Answers, January 14th, 1976, Col.16.). The Department estimates that recent Civil Service cuts will result in two hundred and fifty jobs

planned for 1978-79 being lost (Times Higher Education Supplement 251, August 13th, 1976, p.20). Detailed statistics of DES officials by occupational category are not readily available, although figures have appeared in Hansard in respect of:

(i) statistical and economic officials, 25 of whom were employed by the Department as at December 1st, 1975 (Hansard, Written Answers, December 15th, 1975, Cols. 766-7)

(ii) architects, 49 of whom were employed by the Department and the UGC as at January 1st, 1976 (Hansard, Written Answers, June 7th, 1976, Cols. 545-6).

The total staff of the SED rose from 541 in 1965 to 755 in 1970, but has subsequently dropped back to 701 as at April 1st, 1975 (Hansard, Written Answers, June 11th, 1976, Cols. 795-6). However the figures are not strictly comparable between these years as the Social Work Services Group was included in the Department in 1968, and staff on personnel duties and those on teachers' superannuation duties were transferred to other departments in 1970 and 1971 respectively.

The 1974 annual report of the NIDE (Northern Ireland Department of Education 1975a) gives a total staff figure, excluding the inspectorate, of 514 as at December 31st, 1974. The 1976 Northern Ireland estimates (Northern Ireland Department of Finance, 1976) envisage a rise in the number of employees to 581 in 1975-76 and 602 in 1976-77.

Civil servants attached to the UGC are seconded from the DES, and appear separately in Table II D.1. The total number of non-industrial civil servants working for the Committee has been fairly static since 1971, rising by only two to 120 during the four years to 1975 (Hansard, Written Answers, August 4th, 1975, Col. 31). By contrast, over the twelve months from May 1st, 1975 to May 1st 1976, the number of people employed by the Training Services Agency rose from 6,014 to 7,717

(Hansard, Written Answers, June 15th, 1976, Cols. 86-7) and seems likely to continue to increase given the priority which the Government attaches to industrial training. If the number of employees in post in the Agency seems large, it should be remembered that the staff of the TSA are located not only in its headquarters in London but also dispersed throughout the country in skillcentres.

Local Education Authorities. Table II D.2 presents figures on senior administrative staff employed by LEAs. As was the case with the central government figures, there are difficulties in ensuring that figures obtained from different sources relate to similar grades of staff. Only the NIDE were able to supply statistics on administrative staff employed at the local level of the education service: neither the DES nor the SED appear to keep such statistics. An authoritative estimate was obtained for England and Wales from the Association of Education Committees, though it was necessary to resort to counting up the names of the officials listed in the Education Authorities Directory and Annual 1976 in order to obtain figures for Scotland. This latter total may be an underestimate since some local government posts in Scotland would not have been filled at the time returns were completed and forwarded to the Directory's compilers.

Universities. The Universities Statistical Record defines 'non-academic staff' as "members of staff of status comparable with that of academic staff and whose salaries are fixed by analogy with academic staff". Figures obtained from the UGC on non-academic staff in universities therefore relate not only to administrative staff but also to personnel such as careers officers, counsellors, library staff and those employed in universities' health services. Table II D.4 includes breakdowns of non-academic staff in UGC-financed universities by function and salary grade. These are supplemented with figures provided by The Open

University and those obtained from the prospectus of the University College at Buckingham.

Schools and Further Education. Ascertaining the numbers of administrators working in public-sector FE establishments and in all types of schools is made difficult by the fact that personnel such as directors of polytechnics and school headmasters are included within the education departments' statistical series as teachers, even though many of them are in reality wholly engaged in administrative duties. Table II B.4 shows the percentage of school teachers in each salary grade: it is possible to establish from the table that approximately one-sixth of all schoolteachers in public-sector establishments in England and Wales would have significant administrative responsibilities (i.e. they occupy posts of Scale 5 and above). Table II D.5 contains similar information for grant-aided establishments of further education in England and Wales. It can be seen that about 5.2 per cent of full time teachers in polytechnics are heads of departments or above, while in other FE establishments the proportion is 6.3 per cent and in evening institutes and divided service (where large numbers of part-time teaching staff are employed) it is 34.6 per cent.

Statistics on other administrative staff employed in FE establishments (including colleges of education) and schools were obtained from the 1971 Census. Figures derived from this source follow the procedure adopted in the education departments' statistical series in classifying personnel such as headmasters and polytechnic directors as teachers rather than as administrators and managers. The presentation of the Census' Economic Activity tables makes it possible to ensure that staff employed purely in a manual or clerical staff capacity are excluded. It should however be borne in mind that the Census is reliant on the individual's statement of occupation, that it requires information only on a person's main occupation and that the 1966 Census was thought to be 1 per cent

Deficient in its estimate of the total population of Great Britain and over 2 per cent deficient in its estimate of qualified manpower (Central Statistical Office 1971, p.14) and it seems likely that the 1971 Census will be deficient by a similar percentage. Nevertheless, in the absence of more reliable statistics the Census does provide a fairly accurate assessment of the manpower situation in 1971. However it should be stated that the Census takes a rather liberal view of what constitutes an 'administrator' or 'manager'; for instance, it was discovered that persons such as school secretaries who have administrative functions, would be classified under this occupational category. Table II D.3 "Administrators and Managers in Primary and Secondary Schools in Great Britain", and Table II D.6 "Administrators and Managers in Establishments for Further Education and Colleges of Education" are both based on data taken from this source.

Supplementary tables are included on administrative staff employed in polytechnics and adult education. The first of these (Table II D.7) relates to polytechnic administrative staff and is based on figures obtained in a Pooling Committee survey of polytechnic administrative staff in November 1974. Although the statistics are more recent than those obtained from the Census, there are a number of reasons for not collating them in the master table. Firstly, the survey did not cover either Bristol Polytechnic or the Northern Ireland Polytechnic. Secondly, although certain criteria were used to distinguish truly administrative staff from others, the total figure includes personnel such as counsellors, accommodation officers and polytechnic directors but does not identify them separately. And thirdly, there were no figures available on administrative staff in other FE establishments other than those given in the Census, which unfortunately does not include breakdowns in terms of different further education institutions.

Table II D.8, "Adult Education Administrative Staff in Local Education Authorities in Great Britain" provides supplementary information on the numbers of LEA administrative staff involved in adult education. The figures in this table have not been included in the collated master table because the staff to which they refer have already been accounted for in other statistics.

Prison Service. Table II D.9 provides figures on the prison education service.

Armed Services. There is no separate table for educational administrators in the Armed Services. Table II B.12, "Services Education", includes both teaching and administrative staff.

Organisations and associations. Educational organisations and associations form an important group of employers of administrative personnel. Although in many of the smaller associations, administrative tasks are undertaken by an honorary secretary or a part-time employee, such bodies may be regarded as having in themselves a significant need for information services. 414 different organisations and associations with an interest in education and training have been identified in the present survey. This total (which does not include professional bodies such as the Association of Certified Accountants which have their own entrance examinations) is composed of a variety of different types of organisations, including:

1 Associations

- 1.1 Professional associations, either of teachers or other education-related workers (e.g. Professional Association of Teachers, Association of Educational Psychologists)
- 1.2 Unions in the field of education (e.g. National Association of Teachers in Further and Higher Education, National Union of Students)

- 1.3 Associations providing a forum for staff from similar types of institution or working in similar capacities (e.g. Association of Colleges for Further and Higher Education, Association of Art Institutions, Association of Education Committees)
- 1.4 Subject teaching associations (e.g. Association for Science Education; see Table III.1 for a full list)
- 1.5 Educational research and scholarly associations (e.g. Society for Research into Higher Education or the History of Education Society; see Table III.1 for a complete listing)
- 1.6 Special interest groups (e.g. Association for Blind and Partially Sighted Teachers and Students, National Association of Teachers of the Mentally Handicapped, British Dyslexia Association)
- 1.7 Parents' and students' associations (e.g. Open University Students' Association, National Confederation of Parent-Teacher Associations)
- 1.8 Pressure groups or campaigning organisations (e.g. National Campaign for Nursery Education, Confederation for the Advancement of State Education)

2 Organisations

- 2.1 Administrative bodies (e.g. University Central Council on Admissions, Central Bureau for Educational Visits and Exchanges)
- 2.2 Advisory or consultative committees, (e.g. Advisory Committee for the Education of Romany and other Travellers, Joint Advisory Committee on Agricultural Education)
- 2.3 Examination or validation bodies (e.g. Council for National Academic Awards, Joint Matriculation Board)
- 2.4 Research institutes or units, (e.g. Cognitive Research Trust, National Institute for Careers and Educational

Counselling)

2.5 Information or advisory centres or units (e.g. Advisory

Centre for Education, Centre for Information and Advice on Educational Disadvantage, British Film Institute - Education Advisory Service)

3 Non-educational bodies with an interest in education

(e.g. CBI, Liberal Party - Education Committee, General Synod of the Church of England - Board of Education, National Society for Mentally Handicapped Children)

These categories are not discrete: certain organisations fulfil several functions and could be classified under more than one heading. It has already been noted that many of the smaller organisations and associations have no full-time staff, but it is also perhaps worth mentioning that some of the larger bodies employ a significant number of personnel on senior grades. The Schools Council, for example, has a total senior staff of 45 (Schools Council, 1975), whilst the CNAA employs 22 staff at senior level (Council for National Academic Awards, 1976) and the National Foundation for Educational Research has in the region of sixty researchers and senior administrators (National Foundation for Educational Research, 1975).

In addition a number of organisations of a more general nature employ staff specifically concerned with the organisation's educational function or role (for example, the education officers employed by the Town and Country Planning Association, the Zoological Society of London &c., and the education liaison officer working for the General London Arts Association). In a similar way, a number of museums have appointed personnel with special responsibility for educational services. A recent pamphlet produced by the Group for Educational Services in Museums lists over

75 museums and art galleries in Great Britain providing educational services.

Commerce and Industry. Figures on administrative staff employed by the Industrial Training Boards are not readily available. The Industrial Training Yearbook 1972 gives a total staff figure for twenty-seven of the twenty-nine ITBs of 4,846 employees, of which 2,593 had training functions. These figures are presented in detail in the 'Teaching' category in Table II B.14, but it should be noted that the first figure of 4,846 includes all staff even if they are employed in a manual or clerical capacity, and that some of the training officers included in the second figure of 2,593, particularly those in the smaller ITBs, will also have high administrative loads.

2. Advisory and Inspectorate Services

Although advisory and inspectorate services exist at two levels (local and central) and perform functions which appear broadly similar, the work of Her Majesty's Inspectorate (HMI) is in no way connected with the duties performed by advisers and inspectors employed by individual LEAs. However as a recent 'Education' digest pointed out "the relationship between HMIs and local authority advisers has grown closer in recent years and in an ideal situation each group's work in looking at schools should complement that of the other group". (The Advisory Service 1976, p.i).

Her Majesty's Inspectorate in England is headed by a Senior Chief Inspector who is answerable to the Permanent Secretary. Under him are six Chief Inspectors who deal jointly with national matters and have individual responsibilities for one of the following areas: (1) primary

and secondary education (2) special education, approved schools, independent schools, external relations (3) vocational further education (4) non-vocational further education (5) teacher training or (6) educational research and developments. The country is divided geographically, for inspection purposes, into divisions and thence into districts. Each district is allocated an Inspector who is responsible to the Divisional Inspector. In addition a cohort of Staff Inspectors concerned with specialist areas of the educational field are located at the DES.

The Welsh Inspectorate is headed by a Chief Inspector but the country is treated as a single unit without divisions, and consequently the structure is less complicated than that for England. In Scotland, the inspectorate is under the direction of a Senior Chief Inspector and seven Chief Inspectors. As with England, the country is divided up into divisions and districts: the three divisions are each headed by a Chief Inspector and each district is under the control of a District Inspector. The remaining Chief Inspectors have charge of, respectively, primary education, secondary education, and further education, and are backed by teams of inspectors from various districts or divisions.

Jent (1971) quotes a DES broadsheet issued in 1964 ('The Educational System of England and Wales') which describes the work of the Inspectorate in the following way:

"The primary function of Her Majesty's Inspectorate is to report to the Secretary of State on schools and other educational establishments other than universities. All schools of whatsoever kind are open to inspection. H.M. Inspector also offers advice and discusses day-to-day problems with local education authorities and schools. The inspectorate gives professional educational advice to the Department, provides a focus for educational developments, conducts courses for serving

teachers and prepares advisory pamphlets."

Table II D.10 gives figures on the manpower levels of the Inspectorate in the component parts of the UK.

LEA advisers and inspectors. Table II D.11 provides statistics on advisers and inspectors employed by LEAs. Local authority inspectors and organizers originate from the early years of this century, with inspectors having responsibility for schools whilst organizers had subject responsibilities. However over the years these distinctions have become blurred and the term 'adviser' has been adopted by many LEAs for both these roles. Advisers today generally have the functions of, firstly, advising the chief officer and members, and secondly, providing advice to the heads and teachers in schools and colleges. Although some LEAs have built up teams of subject advisers covering numerous aspects of the curriculum, many have advisers only for specialist subjects such as handicrafts, home economics, music or physical education. A survey conducted in 1974 covering 75 per cent of LEAs showed that 95 per cent had PE and music advisers and 76 per cent had advisers for craft and home economics (The Advisory Service 1976, p.14).

Teachers' Centre Wardens. An advisory and support function is also performed by Teachers' Centre Wardens. The Plowden report (Central Advisory Council 1967) described the value of such centres as follows:

"Local centres are ... invaluable in supporting the innovations introduced by individual teachers, the source of most educational progress. They ought to start from a knowledge of what local teachers are doing. They can provide opportunities for teachers to meet others who are a little ahead of themselves but whose practice is within their reach".
(Central Advisory Council 1967, p.359)

The wardens of such centres clearly have a potentially important catalytic role in curriculum development and educational innovation; indeed, some

centres are managed by what are known as curriculum development officers rather than by teachers' centre wardens. Table II D.12 provides estimates of the number of teachers' centre wardens, curriculum development officers and similar personnel in charge of centres. In cases where centres are under the direct control of local advisers or education officers, these personnel have not been included in the total since they will already be identified elsewhere in the collated master table. However, centres which are managed on a part-time basis by full-time teachers could not be isolated and are not therefore excluded. The figures in the table have been obtained by counting entries in the Education Committees Yearbook 1976 and are liable to a degree of inaccuracy through dated or incomplete returns by LEAs to the directory compilers. The Schools Council estimate that there are in the region of 520 teachers' centres in this country. Given that some centres are operated under the direct supervision of an education officer or LEA adviser, while other, larger centres have several staff, the two figures would appear to be broadly in accord.

Training advisers. A rather different group of advisers comprises those staff employed by Industrial Training Boards. The latest available figures, (Table II D.13) which have been provided by the TSA, are for September 1971, since when the number of advisers has increased substantially.

3. Assessment, Welfare and Counselling

At the LEA level, four different professional groups fall within this sub-category: (1) educational psychologists (2) education welfare officers (3) careers officers and (4) youth and community workers. In addition, in educational institutions, there are social welfare and counselling staff.

Educational psychologists. It is difficult to describe the work of a typical LEA educational psychologist. As the Summerfield Report (Department of Education and Science, 1968) on LEA educational psychologists points out:

"... although psychological work with children and young people is a basic theme in the work of educational psychologists, there are many local and individual variations, so that variety rather than uniformity characterizes patterns of work. The skills of educational psychologists may therefore come to be deployed in many different ways."
(Department of Education and Science, 1968, para 238).

To a greater or lesser extent the work undertaken by educational psychologists includes psychological assessment in child guidance clinics and elsewhere, writing psychological reports, treating children in child guidance clinics and elsewhere, discussing individual children with teachers and others, discussing other questions with teachers in schools and organisational and administrative duties. Many educational psychologists are also qualified teachers. At the time of the Summerfield Report, only 11 per cent of educational psychologists had undertaken no teaching during their careers whilst 39 per cent had taught for over five years. Table II D.14 presents figures on educational psychologists employed by local education authorities.

Education welfare officers. Table II D.15 gives an estimated total for education welfare officers. The figure for England and Wales is based on a survey carried out by the Local Government Training Board, which had the primary aim of ascertaining the number of COSW (Certificate of Qualification in Social Work) places needed for education welfare officers. A report published by the Board (Local Government Training Board, 1974) has described the type of functions which the education welfare officer could fulfil. These would include:

- (i) assessment of social, emotional and educational problems affecting children's ability to benefit from educational opportunity (i.e. school attendance, poverty, behavioural problems, emotional, mental and physical handicap, or rehabilitation of children returning from residential care and schooling),
- (ii) developing a supportive relationship with teachers, children and parents through which help can be given toward the solution or alleviation of the above problems,
- (iii) mobilising resources of education departments,
- (iv) referral to appropriate central and local governments departments and voluntary agencies,
- (v) developing relationships and understanding between school staff, children and parents (i.e. interpreting school situation to family, interpreting family and social situation to school staff, advising school staff on making the school culture and systems responsive to social needs, providing educational advice to all parents who want it, providing support to teachers in dealing with problems which prevent children from benefiting from educational opportunities),
- (vi) enforcement of legislation and by-laws (i.e. school attendance, child employment),
- (vii) selection and allocation of children to nursery schools and classes, and
- (viii) advising and liaising in regard to pre-school provision.

Careers officers. Table II D.16 'Careers Services' presents figures for Great Britain and Northern Ireland. Figures on careers officers and trainee officers in Great Britain are derived from an annual manpower survey conducted by the Department of Employment Careers Service Branch, whilst those for Northern Ireland were obtained direct from the

Northern Ireland Department of Manpower Services. It should be noted, however, that the careers service in Northern Ireland is not simply aimed at young people; it is an all-age guidance and placement service.

Youth and community workers. Table II D.17 is concerned with youth and community workers employed in the education service in Great Britain. The Youth Service was officially called into being in 1939, but was given a great stimulus by the publication of the Albermarle Report (Ministry of Education, 1960). The report recommended a more positive role for the service and proposed that it should be available to all young people between the ages of 14 and 20; it also advocated the need for fully trained professional youth leaders. Entrants to the service, the report suggested, should probably be recruited from three sources - teaching, social work and mature entrants - and different forms of training for these types of entrants were proposed.

The implementation of training programmes and the establishment of an emergency training college at Leicester has led to improvements in the provision of qualified youth leaders. At the end of 1975 there were 2,206 full-time qualified youth workers on the DES Register (Department of Education and Science 1976). However the youth service is always particularly vulnerable to expenditure cut-backs because its provision by LEAs is voluntary.

Social welfare and counselling staff. Table II D.18, 'Social Welfare and Related Workers in Educational Institutions in Great Britain', forms the last table in this sub-category. The source of the figures was the 1971 Census.

Antonouris (1975) has reported a survey which he conducted on counselling staff in schools in England and Wales. He discovered that only 2 per

cent of school counsellors had no teaching experience and that 58 per cent had taught for over five years before taking up a counselling post. Of those replying, 31 per cent claimed to be full-time counsellors and 37 per cent counselled for over half the week. Antonouris includes in his article a ranking of duties performed by responding counsellors.

These are listed as:

(1)	Counselling of problem children	(94%)
(2)	Counselling of difficult children	(92%)
(3)	Outside agency liaison	(92%)
(4)	Consultant in pastoral care	(80%)
(5)	Counselling underperforming children	(71%)
(6)	Home/School liaison	(64%)
(7)	Vocational guidance and careers education	(55%)
	Staff adviser	(55%)
	Organiser of case conferences	(55%)
(10)	Liaison with feeder primary schools	(54%)
(11)	Personal and social education	(53%)
	School pastoral care adviser	(53%)

4. Information and Communication.

Included within this sub-category are those persons whose work, broadly speaking, is concerned with the organisation, retrieval or dissemination of information. The sub-category encompasses librarians and information scientists and educational correspondents, publishers and broadcasters.

Librarians and information scientists. Table II D.19 "Staff Occupying Posts of Trained Librarians or Information Scientists in Academic Libraries", is based on a DES survey conducted in 1972, although the figure for school librarians is derived from an analysis of the Library Association's membership statistics carried out in November, 1975.

The statistics in the table are confined to staff in academic libraries, but it should be noted that there may be librarians or information scientists working in some other types of library with more than an incidental interest in education. Public libraries, for instance, have an educational function, especially in relation to adult or continuing education. Furthermore, a growing number of public libraries are developing information services to local government officers including, of course, education officers. A special interest group on local government information services known as SIG - LOGIS has been established and now has over ninety members (some of whom are however drawn from academic and other libraries). Another, perhaps more important, group comprises those librarians and information officers either working in special libraries in the field of education or employed by educational organisations in specialist information departments. The group would include professional librarians in bodies such as the National Foundation for Educational Research and the National Union of Teachers, as well as information officers from bodies such as the Council for Educational Technology and the National Childrens Bureau. In addition there are several specialist education libraries operated by local education authorities (e.g. Inner London Education Authority, Manchester Teachers' Centre) and, of course, at the central government level, there is the DES' own library.

Education correspondents. Involved in disseminating information in a rather different way are the education correspondents of newspapers, journals, and the media. Educational journalism has flourished, as Jessel (1975) claims, pari passu with the growth of education over the last fifteen years and "not so much like the green bay tree as convolvulus". Table II D.20 gives figures for the membership of the Education

Correspondents Group; as the group is based in London, the education correspondents of provincial newspapers are probably underestimated.

Educational publishers. Table II D.21 shows the number of companies in membership of the Educational Publishers Council. The Council is a specialist group of the Publishers Association and as at January 1976 there were 93 companies in membership.

Cutbacks in local authority spending together with the effect of the falling birthrate and its impact on the schools' needs for books have meant that the industry is facing a difficult future. As O'Connor (1976) points out:

"Time was when any publisher's educational list bore the look of a small private gold mine at the back of the catalogue. Times change, and the educational publishing business is still struggling through the hard times which began with the three-day week and the demise of Penguin Education and Dent. This year has seen nothing as cataclysmic as that, but as orders are fulfilled for this year's school spending, there is not a great deal of optimism around."

Educational broadcasting. The final table under this sub-category of 'Information and Communication' (Table II D.22) provides statistics on personnel employed in the area of educational broadcasting either by the BBC or by independent television and radio.

5. Equipment, Production and Supply

The fifth and last sub-category under 'Administration and Ancillary Services' is based on a single table, Table II D.23, which gives the number of companies in membership of the British Educational Equipment Association and indicates the diversity of products which member companies supply to the education service. A recent article by the Director of the British Educational Equipment Association (Savage, 1976) suggests that there are in fact some three hundred companies involved in

the supply of equipment and materials. These vary from the large suppliers which specialise in contractual arrangements with local authorities to smaller entrepreneurial firms which have emerged as a result of a particular pedagogical idea which had manufacturing possibilities. However rules governing membership of the British Educational Equipment Association are strict. To become a member it is necessary to be a manufacturer, distributor or supplier of "a product or service primarily used for and during the provision of education in the UK" and to have "so been (engaged) for a period of two years immediately preceding application for membership".

TABLE II D.1

ADMINISTRATIVE STAFF EMPLOYED BY CENTRAL GOVERNMENT

	All staff	Senior staff only
Department of Education and Science	2,918 ¹	364 ²
Scottish Education Department	701 ³	280 ⁴
Department of Education, Northern Ireland	514 ⁵	139 ⁶
University Grants Committee	114 ⁷	50 ⁸
Training Services Agency	7,717 ⁹	3,520 ¹⁰
Total	11,964	4,353
		4,353 ^T

1. Source: Hansard, Written Answers, August 2nd, 1976, Cols. 513-5. Number of staff in post as at April 1st, 1976.
2. Source: Education Authorities Directory and Annual 1976, pp. 2-6. Includes Ministers, Under-Secretaries, Private Secretaries, Assistant Secretaries, Senior Principals, Principals, Senior Executive Officers, and Professional and Specialist Staff.
3. Source: Hansard, Written Answers, June 11th, 1976, Cols. 795-6. Number of civil servants employed by the Scottish Education Department as at April 1st, 1975.
4. Source: Scottish Education Department. Number of staff employed in an administrative capacity excluding purely clerical staff. Figures as at July 1st, 1976.
5. Source: Northern Ireland Department of Education Education in Northern Ireland in 1974, p.28. Total staff (excluding inspectorate) as at December 31st, 1974.
6. Source: Northern Ireland Department of Education. Number of administrative staff of grade staff officer and above in post at April 1st, 1976.
7. Source: DES. Education and Science in 1975, p.44. Total staff as at December 31st, 1975.
8. Source: University Grants Committee. Number of administrative staff from the Chairman to those in the grade known as Executive Officer.
9. Source: Hansard, Written Answers, June 15th, 1976, Cols. 86-7. Number of people employed by the TSA at May 1st, 1976.
10. Source: Training Services Agency. Estimate of the number of employees of the TSA undertaking work other than clerical duties, common services and manual work as at May 1st, 1976.

TABLE II D.2

SENIOR ADMINISTRATIVE STAFF EMPLOYED BY LOCAL EDUCATION AUTHORITIES

England and Wales ¹	*1750
Scotland ²	*121
Northern Ireland ³	93

| | *1,964^T |

Approximately 1,000 education officers were members of the Society of Education Officers as at May 1976. The Society's membership comprises all 104 Chief Education Officers in England and Wales, most deputies, and some 700 Assistant Staff together with other similar senior administrative staff in the education service in Northern Ireland⁴.

1. Source: Association of Education Committees
Total number of senior management in English and Welsh LEAs. Includes 104 Chief Education Officers (or equivalent) and approximately 1,500 Assistant Education Officers (or equivalent)
2. Source: Education Authorities Directory and Annual 1976, p.139-48. This figure may be deflated because not all posts have yet been filled following local government reorganization in Scotland. Information provided by local authorities in connection with rate support grant indicates that the numbers of staff engaged on educational administration in Scottish local authorities at mid-year in 1973-74 was 1,948 whole-time and 138 part-time.
(Source: Hansard, Written Answers, June 11th, 1976, Cols. 795-6)
3. Source: Department of Education, Northern Ireland. Number of administrative staff on NJC grading S01 and above in post at April 1st, 1976 in the headquarters of the Northern Ireland Education and Library Boards.
The total staff of these boards as at December 31st, 1974 was approximately 17,000 (8,000 full-time and 9,000 part-time). (Source: Northern Ireland, Department of Education Education and Science in Northern Ireland in 1974, p.28)
4. Source: Society of Education Officers

TABLE II D.3

ADMINISTRATORS AND MANAGERS IN PRIMARY AND SECONDARY SCHOOLS IN
GREAT BRITAIN¹

Maintained primary and secondary schools ²	900
Other primary and secondary schools ²	1,090
	1,990 ^T

1. Source: Office of Population Censuses and Surveys, London and General Register Office, Edinburgh. Census 1971, Great Britain, Economic Activity Part III (10% Sample), Table 19. Headmasters of schools are not classified under occupational category XXIV (Administrators and Managers) but are included with "Primary and Secondary School Teachers" under occupational category XIV.
2. These totals would include persons such as school secretaries who have administrative functions.

TABLE II D.4

NON-ACADEMIC STAFF EMPLOYED IN UNIVERSITIES IN GREAT BRITAIN

(a) University Grants Committee Supported Universities¹

Non-academic staff with salaries equivalent to						
Function of employment	Vice-Chancellor	Professor	Reader OR Senior Lecturer	Lecturer OR Assistant Lecturer	Other	Total
Academic Services	4	100	222	1,833	351	2,510
Central Administration	74	275	435	2,017	276	3,077
Maintenance	-	7	36	183	27	253
Appointments Board	-	6	39	165	14	224
Warden	-	10	35	83	4	132
Health Service	-	16	23	10	1	50
Lodgings Office	-	-	1	54	5	60
Other Administrative	-	3	31	185	31	250
Total	78	417	822	4,530	709	6,556

(b) The Open University²

Administrative Staff (other than purely clerical or manual)	361
Central support staff (other than researchers) ³	78
Total	439

(c) The Independent University⁴

5

7,000^T

1. Source: University Grants Committee. Figures relate to 1974-75. Non-academic staff for the purpose of the Universities Statistical Record are "members of staff of status comparable with that of academic staff and whose salaries are fixed by analogy with those of academic staff".
2. Source: The Open University (Information Services). Figures relate to 1976
3. Central support staff include course assistants, editors, senior library staff, designers and illustrators.
4. Source: University College at Buckingham. Prospectus 1976-77. Buckingham: The University College, 1975, p.7.

TABLE II D.5

FULL-TIME TEACHERS WITH ADMINISTRATIVE ROLES IN GRANT-AIDED ESTABLISHMENTS OF FURTHER EDUCATION IN ENGLAND AND WALES¹

	Polytechnics	Other major establishments of FE	Evening institutes and divided service	Total
Principals	30	558	105	693
Vice-Principals ²	82	412	46	540
Other Heads of Departments	565	1,992	39	2,596
Total ³	677	2,962	190	3,829
	5.2%	6.3%	34.6%	6.3%
				3,829

1. Based on provisional figures (as at March 31st, 1974) provided by the DES, Statistics Branch

2. Includes vice-principals who were heads of departments

3. The percentages given in this column are percentages of the total number of teachers in each of the institutional groups indicated

TABLE II D.6

ADMINISTRATORS AND MANAGERS IN ESTABLISHMENTS FOR FURTHER EDUCATION
AND COLLEGES OF EDUCATION IN GREAT BRITAIN¹

Establishments for further education	Colleges of education
2,440	870
2,440 ^T	870 ^T

513 administrators or registrars in colleges of education or establishments for further education were members of the Association of College Registrars and Administrators as at June 2nd, 1976.²

1. Source: Office of Population Censuses and Surveys, London and General Register Office, Edinburgh. Census 1971, Great Britain, Economic Activity Part III (10% Sample), Table 19. Principals of colleges of education or further education establishments are not classified under occupational category XXIV (Administrators and Managers) but are included with "Teachers" under occupational category XXV
2. Source: Association of College Registrars and Administrators

TABLE II D.7

ADMINISTRATIVE STAFF EMPLOYED IN POLYTECHNICS¹

Group I Faculties ²	680
Group II Faculties ³	610
Central administration and services	2,423
	3,713

1. Source: Committee of Directors of Polytechnics. Based on the Pooling Committee's survey of administrative staff arrangements in polytechnics in November 1974. Excludes the figures for Bristol Polytechnic and the Northern Ireland Polytechnic. Criteria based on the grading of staff were used to distinguish truly administrative staff from others such as clerical officers, typists etc. Includes personnel such as Directors of polytechnics, counsellors, accommodation officers etc.
2. Group I faculties includes all administrative staff attached to laboratory-based departments (e.g. electrical engineering)
3. Group II faculties includes all administrative staff attached to departments which are not laboratory-based.

TABLE II D.8

ADULT EDUCATION ADMINISTRATIVE STAFF IN LOCAL EDUCATION AUTHORITIES IN GREAT BRITAIN

Estimated numbers of staff with direct adult education involvement, England and Wales¹

	Full-time	Part-time ²
Assistant education officers	20	20
Administrative officers	30	120
Inspectors of adult education	40	20
Registrars	50	20
	140	180

Numbers of adult education staff in post, Scotland³

	Full-time	Part-time
Administrative officers responsible to directors of education for adult education	---	74
LEA organizers and advisers wholly or mainly employed in adult education	4	---
	---	78

1. Source: LEA Training and Staffing Surveys 1975, Adult Education 49 (1) May 1976, p.32-34. Estimates based on a survey conducted by the National Institute of Adult Education. The Russell Committee on Adult Education obtained information from LEAs on adult education staff in post in 1968-69 and found that 157 (75.5 FTE) LEA inspectors, advisers and organizers were wholly or mainly employed in adult education. (Source: Department of Education and Science. Adult Education: A Plan for Development: Report by a committee of inquiry appointed by the Secretary of State for Education and Science under the chairmanship of Sir Lionel Russell CBE. London: HMSO, 1973, Appendix B, Annex II, Table 5)

2. Includes persons with half-time (or more) involvement

3. Source: Scottish Education Department. Adult Education: The Challenge of Change: Report of a committee of inquiry appointed by the Secretary of State for Scotland under the chairmanship of Professor K. J. V. Alexander. Edinburgh: HMSO, 1975, Table 1. Figures relate to 1971/72 and are based on returns from 32 out of a possible total of 35 authorities.

TABLE II D.9

NUMBER OF ADMINISTRATORS OF THE PRISON EDUCATION SERVICE

England and Wales ¹	146 ²
Scotland ³	6
Northern Ireland ⁴	6

| | 158^T |

1. Source: Home Office. Report on the Work of the Prison Department 1975
London: HMSO, 1976, para.69 (Cmd.6523)
2. Comprises 110 Education Officers and 36 Deputy Education Officers
3. Source: Scottish Home and Health Department. Officers involved for part of their working day in the administration of the prison education service
4. Source: Hansard, Written Answers, March 13th 1975, Cols. 193-4

TABLE II D.10

H. M. INSPECTORATE

England ¹	426
Wales ²	50
Scotland ³	222
Northern Ireland ⁴	54

| | 752 ^T |

1. Source: DES. Education and Science in 1975, p.45. Figure relates to December 31st, 1975
2. Source: House of Commons. Expenditure Committee. Education, Arts and Home-Office Sub-Committee. Minutes of Evidence, Monday November 10th, 1975, p.7
The Welsh Inspectorate is seconded from H.M. Inspectorate in England and answers to the Secretary of State for Wales in matters concerning schools and the Secretary of State for Education and Science in matters regarding further education and teacher training.
3. Source: Education Authorities Directory and Annual 1976, p.7-8
4. Northern Ireland, Department of Education. Figure as at April 1st, 1976

TABLE II D.11

INSPECTORS, ORGANIZERS AND ADVISORY OFFICERS EMPLOYED BY LOCAL EDUCATION AUTHORITIES

England ¹	1,832
Wales ²	167
Scotland ³	• 350
Northern Ireland ⁴	31
	2,377 ⁵

860 inspectors or advisers were active members of the National Association of Inspectors and Educational Advisers as at May 1976. Membership covers 105 LEAs in England, Wales and Northern Ireland⁵.

1. Source: Hansard, Written Answers, June 24th, 1976, Col. 623. Figure relates to 1975. The 1974 Soulbury Committee (Authorities' Panel) estimated that 1,604 such officers were employed in English and Welsh LEAs.
2. Source: Welsh Office (Information Division). Figure relates to early 1975.
3. Estimated figure based on the following:
 - (1) In the session 1974/75, 550 teachers holding a Scottish Teaching Qualification were employed whole-time as organizers, supervisors, educational psychologists etc. in Scotland (Source: Provisional figures supplied by the Scottish Education Department)
 - (2) 213 educational psychologists were employed by Scottish LEAs as at June 11th, 1976 (Source: Hansard, Written Answers, June 18th, 1975, Col. 444) and that the majority of these persons hold a Scottish Teaching Qualification.
 The figure obtained by subtracting the number of educational psychologists from the total figure for Scottish organizers, supervisors, educational psychologists etc. is very similar to the figure obtained by adding up the individuals listed under these posts in Education Committees Yearbook 1976, given that as a result of local government reorganization in Scotland, not all posts have yet been filled.
4. Source: Northern Ireland Department of Education. Number of advisers in post at April 1st 1976 in Education and Library Boards.
5. Source: National Association of Inspectors and Educational Advisers.

TABLE II D.12

TEACHERS' CENTRE WARDENS, CURRICULUM DEVELOPMENT OFFICERS ETC.

England	* 420
Wales	* 48
Scotland	* 30
Northern Ireland	* 11

| | * 509 ^T |

Source: Education Committees Yearbook 1976, p.611-653. Includes teachers' centre wardens, curriculum development officers, teachers' centre leaders, teachers-in-charge and other persons in charge of teachers' centres, other than those cases where LEA advisers or education officers have responsibility for the centre.

The figures have been obtained by counting entries in the Yearbook and may not be altogether reliable since not all authorities submit full returns.

TABLE II D.13

TRAINING ADVISERS EMPLOYED BY INDUSTRIAL TRAINING BOARDS

Industrial Training Board	Total number of advisers employed by training board ¹
Agricultural, Horticultural and Forestry	96
Air Transport and Travel	23
Carpet	9
Ceramics, Glass and Mineral Products	37
Chemical and Allied Products	37 ²
Clothing and Allied Products	17
Construction	264 ²
Cotton and Allied Textiles	26
Distributive	88
Electricity Supply	7
Engineering	309
Foundry ITC	35
Food, Drink and Tobacco	40 ²
Footwear, Leather and Fur Skin	18
Furniture and Timber	38
Gas	5
Hotel and Catering	68 ²
Iron and Steel	23
Knitting, Lace and Net	20 ²
Man Made Fibres Producing	-
Paper and Paper Products	38
Petroleum	20
Printing and Publishing	62 ²
Road Transport	248 ²
Rubber and Plastics Processing	24
Shipbuilding	13
Water Supply	12
Wool, Jute and Flax	25
Local Government Training Board	27
	(1,629) ^T

1. Source: Training Services Agency. Figures relate to September 1971

2. Includes group training officers employed by the board

TABLE II D.14

EDUCATIONAL PSYCHOLOGISTS EMPLOYED BY LOCAL EDUCATION AUTHORITIES

England ¹	767
Wales ²	45
Scotland ³	213
Northern Ireland ⁴	40

| | 1,065^T |

730 educational psychologists were members of the Association of Educational Psychologists as at May 15th, 1976⁵

1. Source: Hansard, Written Answers, April 7th, 1976, Col. 215 - 216
Figures as at January 1975, expressed as a full-time equivalent (FTE) and rounded.
2. Source: Hansard, Written Answers, November 12th, 1975, Col. 863
The figures for Gwynedd are incorrect in Hansard. According to the Welsh Office (Information Division), the number of educational psychologists for that authority should be 3 and not 1 as stated. The total figure for Wales has consequently been amended from 43 to 45.
3. Source: Hansard, Written Answers, June 18th, 1975, Col. 444
Figures (FTE) as at July 31st, 1974
200 (FTE) educational psychologists are employed in the Scottish child guidance service and 13 (FTE) are serving educational psychologists in List D schools.
4. Source: Hansard, Written Answers, June 16th, 1975, Col. 359
Number of educational psychologists employed by Northern Ireland Education and Library Boards. The figure given is the number of approved posts.
5. Source: Association of Educational Psychologists

TABLE II D.15

EDUCATION WELFARE OFFICERS EMPLOYED BY LOCAL AUTHORITIES

Estimated total number of EWOs in England and Wales ¹	* 2,650
Number in post in England and Wales (based on LGTB survey with 82% response rate)	2,192
Number of Chief Education Welfare Officers in England and Wales	105
Estimated total number of EWOs in the United Kingdom ²	* 3,000
	* 3,000 ^T

The Education Welfare Officers' National Association had 1,239 active members as at December 31st 1975.³

1. Source: Local Government Training Board. Based on a survey of LEAs carried out by the Board in June 1976. The survey was for England and Wales only and did not include the LLEA (by far the largest service). Chief Education Welfare Officers were also excluded. The total shown is an LGTB estimate.
2. Figures for Scotland and Northern Ireland are not available: a rounding of the figure to give a total for the United Kingdom is therefore very much a rough-and-ready estimate, if also a rather conservative one.
3. Source: Education Welfare Officers' National Association

TABLE II D.16

CAREERS SERVICE

Great Britain¹

Careers Officers² 2,611

Trainee Careers Officers³ 133

Department of Employment
(Careers Service Branch)⁴ 20

Northern Ireland⁵

Senior Careers Officers 10

Careers Officers 32

Trainee Careers Officers 19

2,825[†]

Approximately 2,000 Careers Officers were members of the Institute of Careers Officers as at February 1976. Of these about 300 are "correspondent" members and therefore do not hold a professional post in the careers service⁶.

1. Source: Local Government Training Board
Figures are for April 1st, 1976 and are based on the annual manpower survey of local authorities' careers services carried out by the Department of Employment Careers Service Branch.
2. This figure includes (a) Principal Careers Officers and (b) 100 extra Careers Officers (i.e. extra to establishment), whose posts are funded by the DE under the Government's emergency measures to assist unemployed young persons.
3. Includes only those attending full-time Diploma in Careers Guidance Courses
4. Source: Education Authorities Directory and Annual 1976, p.14
Includes Assistant Secretary (1), Principals (3), Regional Directors (8) and Assistant Regional Directors (8)
5. Source: Northern Ireland Department of Manpower Services. In Northern Ireland, careers officers are not employed by local authorities but work for the Northern Ireland Department of Manpower Services. Unlike the rest of the UK, it is an all-age guidance and placement service.
6. Source: Institute of Careers Officers

TABLE II D.17

YOUTH AND COMMUNITY WORKERS EMPLOYED IN THE EDUCATION SERVICE IN
GREAT BRITAIN

England and Wales ¹	2,985
Scotland ²	* 900
	3,885 ^T

1. Source: Hansard, Written Answers, December 19th, 1974, Col. 566
On December 31st, 1973, there were 2,472 full-time qualified workers and 513 full-time unqualified workers in post in England and Wales. Vacancies and new posts forecast for 1974 totalled 700.
The number of full-time youth workers employed by LEAs and organizations and appearing on the DES Register as at December 31st, 1975 was 2,206 (Source: DES Education and Science in 1975, p.17)
2. Source: Board for Information on Youth and Community Service (Estimate)

TABLE II D.18

SOCIAL WELFARE AND RELATED WORKERS IN EDUCATIONAL INSTITUTIONS IN
GREAT BRITAIN¹

Maintained primary and secondary schools	Other primary and secondary schools	Universities	Colleges of education	Establishments for further education
(8,890) ¹	(360) ¹	(190) ¹	50 ¹	310 ¹

As at May 8th 1976, the membership of the Association for Student Counselling totalled 345. Forty-five of these members were from polytechnics, ninety-seven from colleges of technology or colleges of further education, forty-one from colleges of education and one hundred and eighteen from universities.² Membership of the National Association of Counsellors in Education totalled 270 in March 1976,³ and there were 123 members of the Association of Accommodation and Welfare Officers as at May 19th, 1976.⁴

1. Source: Office of Population Censuses and Surveys, London and General Register Office, Edinburgh. Census 1971, Great Britain, Economic Activity Part III (10% Sample), Table 19
2. Source: Association for Student Counselling
3. Source: National Association of Counsellors in Education
4. Source: Association of Accommodation and Welfare Officers

TABLE II D.19

STAFF OCCUPYING POSTS OF TRAINED LIBRARIANS OR INFORMATION SCIENTISTS
IN ACADEMIC LIBRARIES

	University/ university colleges ^{1,2}	Colleges of education ¹	Polytechnics ¹	Other colleges of FE ¹	Schools ⁴
No. of Libs./ inf. depts.	241	160	46	538	-
Full-time	1,832	420	363	771	-
Part-time	102	39	20	166	-
	(PT 1,832) ^T	PT 420 ^T	PT 363 ^T	PT 771	
	(PT 102) ^T	PT 39 ^T	PT 20 ^T	PT 166	392 ^T
No. of chartered librarians	1,021	447	384	650	392

1. Source: Education Statistics for the United Kingdom 1973. Table 48
Figures based on the 1972 Census of Staff in Librarianship and Information Work in the United Kingdom. This census is carried out only once every four years and therefore more recent figures will not be available until the 1976 census is completed and the results published, probably in early 1977.
2. Librarians in university libraries are included in the statistics in Table II D.4, Non-Academic Staff Employed in Universities in Great Britain, and are thus excluded from the collated total for this table.
3. Source: The Library Association
Number of chartered librarians holding posts in academic libraries as at November 1975. Based on the Library Association's membership statistics.
4. The 1972 Census of Staff in Librarianship only included school librarians if they were seconded from public libraries to school libraries. It is not possible to isolate this group from other public librarians in the statistics. The figure of 392 represents the number of chartered librarians holding posts in school libraries as at November 1975, based on the Library Association's membership statistics. A Library Association census, carried out in the Spring term of 1973, showed that in a total of 32,700 maintained schools (excluding nursery schools but including 26,800 primary schools) in the United Kingdom, 407 qualified librarians were employed. "Qualified librarian" was understood to include Fellows and Associates of the Library Association or those holding a degree or diploma in librarianship, library science or library studies. (Source: "Qualified librarians in schools". Library Association Record 76 (4) April 1974, p.73)
The School Library Association has over 6,000 members in the United Kingdom, made up mainly of school librarians. (Source: The School Library Association)

TABLE II D.20

EDUCATION CORRESPONDENTS - MEMBERSHIP OF EDUCATION CORRESPONDENTS GROUP¹

National Dailies and Sundays	12
London Evenings and Provincials	2
Radio and TV	2
Education and related weeklies	12
Other journals	9
Agencies and freelance	6
Others	4

47^T

1. Source: Education Correspondents Group. Figures based on membership list. As the group is London-based, education correspondents of provincial papers are probably understated. Education Committees Yearbook 1975-76, for instance, lists 46 education correspondents of London evening and provincial newspapers.

TABLE II D.21

EDUCATIONAL PUBLISHING

Membership of the Educational Publishers Council¹

Total membership as at January, 1976² 93 companies

93^T companies

The membership of the Association of Publishers' Educational
Representatives was 240 as at April 1976³

1. Source: Publishers Association List of members : January 1976 London: Publishers Association, 1976
2. Includes 18 members who are also affiliated to the British Educational Equipment Association. (Source: British Educational Equipment Association. List of members 1975-76 London: BEEA, 1975).
3. Source: Association of Publishers' Educational Representatives

TABLE II.D.22

EDUCATIONAL BROADCASTING

BRITISH BROADCASTING CORPORATION¹

Local Radio

Education Producers	20
Local Radio Education Organizer	1

School Broadcasting Councils (UK, Wales and Scotland)

Secretaries	3
Senior Education Officers	3
Education Officers	16
Senior Assistant	1
Information Officer	1
Research Officer	1

Further Education Advisory Council

Secretary	1
Assistant Senior Education Officer (FE)	1
FE Education Officers	5

BBC Educational Broadcasting Departments

Controller, Educational Broadcasting	1
Head of School Television	1
Head of School Radio	1
Head of Further Education Television	1
Head of Further Education Radio	1
Head of Educational Broadcasting Services	1
Chief Assistants	4
Executive Producers	8
(TOTAL BBC)	71

INDEPENDENT BROADCASTING AUTHORITY²

Head of Educational Broadcasting Services	1
Education Officers	3

Independent Television Education Secretariat

Secretary	1
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Independent Television Companies

Heads of Educational Broadcasting	4
Controller of Educational Broadcasting	1
Deputy Controllers	2
Producer, Adult Education	1
School Liaison Officer	1
Education Officers	11

Independent Radio

Education Producers	9
(TOTAL IBA)	34

105^T

1. Source: British Broadcasting Corporation. Radio and Television: Annual Programme for schools and colleges 1976-7. London: BBC, 1976, p.34-86

2. Source: Education Committees Yearbook 1976, p.687

TABLE II D.23

MANUFACTURERS AND SUPPLIERS OF EDUCATIONAL EQUIPMENT

Membership of the British Educational Equipment Association

EQUIPMENT INTEREST ¹	NUMBER OF COMPANIES	EQUIPMENT INTEREST	NUMBER OF COMPANIES
Art materials	30	Musical instruments	9
Audio/visual hardware ²	22	Music - publications	4
Audio/visual software	39	Nursery school equipment	30
Black/white boards	17	Office equipment	21
Calculating machines	11	Outdoor pursuits equipment	3
Computer educational aids	2	P.E. and games equipment	9
Craft equipment, materials and adhesives	38	Photographic	10
Curriculum planning ³	5	Publishing and/or distribution	33
Domestic science	11	Re-locatable buildings	1
Educational equipment contracts	11	School and college furniture	20
Educational toys	6	Schoolwear (incl. sports + P.E.)	2
Floors and floor maintenance	1	School journeys	1
Hygiene courses and products	3	Science teaching courses/equipment	17
Insurance	2	Special education equipment	17
Laboratory furniture	8	Stages and stage equipment	6
Language teaching courses/equipment	16	Stationery and sundries	27
Marquees	1	Teaching aids - general	6
Mathematics teaching courses/equipment	31	Technical drawing equipment	11
		Technical education equipment	5
		Timber	2
		Trade association	1

(Total membership 167 companies⁴)

167 companies^T

1. Source: British Educational Equipment Association List of Members 1975-76. London: BEEA, 1975.
N.B. Some companies which are members of BEEA have more than one equipment interest and are represented under each relevant interest heading.
2. Including television, video, projectors &c.
3. Including timetables
4. Source: British Educational Equipment Association. Annual Report 1974-75. London: BEEA, 1975, p.1
A rough estimate, undertaken by the Association some time ago, suggests that its members employ around 20,000 workers, including all grades from manual workers to management.

TABLE II D.24

COLLATED GROUP TABLE ON ADMINISTRATION AND ANCILLARY SERVICES

		GOVERNMENT & PUBLIC ADMINISTRATION		EDUCATIONAL INSTITUTIONS										SEMI-PUBLIC BODIES, ORGANISATIONS & PROFESSIONAL ASSOCIATIONS	ARMED SERVICES	COMMERCE & INDUSTRY
		Central	Regional & Local	Public sector and assisted schools				Higher and further education								
				Nursery & Primary	Secondary	Special & Other Schools	Private (Independent) Schools	Universities	Colleges of Education	Polytechnics	Further and Adult Education					
ADMINISTRATION AND ANCILLARY SERVICES	Administration and Management	4,353 II D.1	1,964 II D.2		1,990 II D.3				870 II D.6	2	FE estabs. 2,440 II D.6 Prisons 158 II D.9		see footnote 1			
	Advisory and Inspectorate Services	752 II D.10	Advisers 2,377 II D.11 Centre wdms 4,509 II D.12											(1,629) II D.13		
	Assessment, Welfare and Counselling		Ed. Psychs. 1,065 II D.14 EVOs *3,000 II D.15 Careers offs. 2,825 II D.16 Youth wkrs 3,885 II D.17		890 II D.18			(190) II D.19								
	Information and Communication				360 II D.18			7,000 II D.4	50 II D.18		310 II D.18		414 ²			
	Equipment, Production and Supply					392 II D.18			(PT 1,832) (PT 102) II D.19	PT 420 PT 39 II D.19	PT 363 PT 20 II D.19	PT 771 PT 166 II D.19	105 individuals II D.22	Ed. Corres. 47 individuals II D.20 Ed. Publish. 93 companies II D.21 167 companies II D.23		

1. Administrators of educational services within the armed services are included with teachers in Section II B (Table II B.12).
2. The commentary on Section II D provides further details on educational organisations and associations.

TABLE III
COLLATED MASTER TABLE

PERSONNEL IN EDUCATION AND TRAINING

COMPILED SEPTEMBER 1976

Employer or employing institution axis Occupational group axis		Government & Public Administration		EDUCATIONAL INSTITUTIONS								Semi-Public Bodies, Organisations & Professional Associations	Armed Services	Commerce & Industry
		Central	Regional & Local	Public sector and assisted schools			Private (Independent) Schools	Higher and further education						
				Nursery & Primary	Secondary	Special & Other Schools		Universities	Colleges of Education	Polytechnics	Further and Adult Education			
TEACHING	Teaching (General)			249,995 ^A	271,830 ^A	24,543 ^A	34,562 ^A	FT 38,393 ^{B,C}	FT 12,775 ^{D,E}	FT 14,693 ^I	FT 53,742 ^{G,H} PT 130	FT 135 individuals		2,725 ^K FT 9,514 PT 7,868
	Teaching (Education as a Field of Study & Teacher Training)							(FT 1,751) ^B	(FT 12,775) ^d	(9) ^K			J 1,835	
RESEARCH AND SCHOLARSHIP	Research in Education	23	(42) ^m		(18) ^L			(1,052) ^C	(112) ^E	(193) ^I	(40) ^H	111 individuals	(2) ^J	4 companies
	Postgraduate Education (Students)							FT 3,786 (PT 4,430)		124				
ADMINISTRATION AND ANCILLARY SERVICES	Administration & Management	4,353	1,964 ^M		1,990				870		2,440 158	414 organisations		
	Advisory & Inspectorate Services	752	*509 2,377 ^M					7,000 ^N						(1,629) ^K
	Assessment, Welfare & Counselling		1,065 *3,000 2,825 ^M 3,885		9,250			(190) ^N	50		310			
	Information & Communication				392			(FT 1,332) ^N (PT 102)	FT 420 PT 39	FT 363 PT 20	FT 771 PT 166	105 individuals		47 individuals 93 companies
	Equipment Production & Supply													107 companies

Symbols

* Estimated figure

FT Full-time

PT Part-time

The figures presented are for 'full-time' or 'full-time equivalent' staff unless otherwise indicated. Individual tables show which of the latter two applies wherever possible.

(number)^A

The bracket indicates that the number is a sub-set of a 'parent' figure which also appears in the table. In order to show the relationship between the sub-sets and their 'parent' figures, sub-sets have been tagged with a lower case letter and the parent figure(s) of which they are part have been tagged with the upper case of the same letter. When calculating totals for columns in the employment axis, all figures in brackets should be ignored. When calculating totals for columns in the occupational axis, however, all figures in brackets should also be included in the totals calculated.

III. SUPPLEMENTARY INFORMATION

The rationale for presenting the supplementary information given in this section of the report has already been stated in sub-section I.5: namely, that education and training staff who display, through association membership or readership of an educational journal, a concern to keep abreast of educational developments and issues will, in general, be more likely to become consumers of an information service than those who do not show this concern.

The picture presented in these supplementary statistics is inevitably an incomplete pen-and-ink sketch rather than a fully finished portrait in oils, and could usefully be augmented (as it will be at a later stage in the Project) with a review of the literature on information need, demand and use by educational personnel. Nevertheless it provides useful alternative indicators of the target populations for educational information.

Association membership

Table III.1, which runs to four pages, gives the total individual membership both of a number of professional societies and associations specifically concerned with some general aspect of education, and of what might be called 'subject-teaching' associations, that is, professional associations concerned with education in a specific subject. The latter have been arranged by broad subject area. The figures have been taken from the Directory of British Associations and Associations in Ireland or have been provided by the Council of Subject Teaching Associations or by individual societies in response to a letter from the Project team. Over eighty societies were contacted, of whom fifty responded with membership information.

Table III.1 indicates that the total combined membership of general educational associations is well over 20,000¹. The two highest membership figures - 7,500 for the Physical Education Association and 3,000 for the National Association For Remedial Education - are indicative of the high levels of interest in these areas. Nevertheless, size of membership is only one criterion of interest in a particular field: even the smaller societies such as the British Educational Research Association, the Society for Research into Higher Education and the Association for Programmed Learning and Educational Technology have active memberships, organise regular series of conferences and symposia, and sponsor publications such as periodicals, abstracting journals and research bulletins.

The figures for the subject teaching associations indicate combined memberships of approximately four hundred for medicine; well over two thousand for technology and engineering; a similar figure for agriculture, forestry and horticultural studies; well over thirty thousand in science and applied sciences; and over three and a half thousand in social, administrative and business studies. Language studies have a total combined membership of over thirteen thousand; the arts, nearly twelve hundred; music, drama and the visual arts, over seven and a half thousand; and general and liberal studies, six hundred and fifty-six. Of course, these figures must be treated with great caution. In many cases, they

1. The Table does not include those professional associations closely linked to the interests of a particular professional group and for which figures are given in the individual tables. These are Association for Student Counselling, Association of Accommodation and Welfare Officers, Association of College Registrars and Administrators, Association of Educational Psychologists, Association of Publishers' Educational Representatives, Education Welfare Officers' National Association, Institute of Careers Officers, Institute of Training Officers, National Association of Inspectors and Educational Advisers and the Society of Education Officers.

include overseas as well as British members. Moreover, there is undoubtedly to a greater or lesser degree overlap between their respective memberships: some members of the British Educational Research Association, for example, are also members of the Education Section of the British Psychological Society; while some members of, for example, the Association of Teachers of Russian are also likely to be members of the Modern Language Association or the Audio-Visual Language Association. At the same time, it should be noted that any revision of the figures need not necessarily be downward: many of the very large subject associations not mentioned here will promote an interest in the teaching of their subject¹.

A global total for all the associations represented in the table would be of the order of 80,000. This shows a very significant level of active interest in educational issues and developments even if we reduce it by one-half (or more) to allow for overlap and overseas membership. But perhaps the greatest value of the table lies not in any global totals which might tentatively be derived, but in the figures for individual associations. Evidence of high levels of interest in certain aspects of education or in the teaching of certain subjects may prove critical in the planning of computerised information services - and in particular, in the selection of data bases on which such services might draw. A high level of interest in early childhood education, for example, would need to be taken into account in a decision on whether or not to include Psychological Abstracts. On the other hand, information of this kind may need to be supplemented by further investigation: a

1. Examples of such bodies are the Historical Association, the Geographical Association, the Institute of Biology, the Institute of Physics, the Chemical Society and the Mathematical Association. Many of them publish 'subject teaching' journals, e.g. Physics Education and the Journal of Biological Education.

large subject teaching association, for example, might consider itself well able to monitor the British journal and monograph literature, and would be a potential customer of such a service only if substantial coverage of American and other sources were provided. The quality of planning decisions seems likely therefore to be critically related to the quality of information available.

Readership of educational journals

The next group of tables in this section present information on, firstly, the readership of weekly educational journals, and secondly, the readership of Government reports, Schools Council working papers, curriculum bulletins and special reports. Neither of these two kinds of sources constitutes the only channel through which the individuals who read them have access to educational information, nor are they even likely in many cases to be the most valuable or crucial channel. Yet it can be argued that an interest in educational issues and developments is highly likely to find its expression (at least in part) in the regular readership of an authoritative source of news on educational matters. (To put it another way, it seems plausible that the majority of those who do not regularly read a weekly educational journal will be unlikely to have a large and unquenched thirst for educational information). The case may rest on less solid ground with respect to official and semi-official reports and working papers, since the audience for individual volumes is generally more narrowly circumscribed; but even here the survey results available are of some value, giving as they do an indication, however fleeting, of the likely market for significant and authoritative information which has been widely reported and is easily obtainable.

(a) schoolteachers

As Table III.2 makes clear, one-half of all teachers claimed to have

read or looked at the 'Times Educational Supplement' within the last issue period covered by the survey. One-third claimed readership of 'The Teacher', slightly under one-fifth claimed readership of 'Teachers World', and even 'Education Guardian', which is a weekly section within a national newspaper with a relatively small circulation, could claim one-sixth of the teaching force as its readers¹. The breakdowns by type of school are also informative: for state primary school teachers, the 'Times Educational Supplement' is relegated to second place in favour of 'The Teacher', while amongst state secondary school teachers, it achieves the remarkably high readership figure of 69 per cent; the pattern for independent school teachers is close to the overall pattern, with the exception of the lower percentage readership for 'The Teacher' - a result which might be expected since the latter is the newspaper of the National Union of Teachers.

Table III.3 gives breakdowns of average issue readership by seniority. Figures for independent schools have not been included because of the small sample size.

Interestingly, it shows that, for three out of the four weekly journals covered by the survey, seniority is an important determinant of readership amongst primary school teachers. The same trend is discernible, but by no means as marked, amongst secondary school teachers. This finding seems to run counter to the hypothesis that the 'situations vacant' columns which form a large part of many weekly journals are a major

1. This statement may require further qualification, since a high proportion of readers of 'The Guardian' are teachers. The T.H.E.S. survey from which some of the tables presented here are drawn indicated that 51 per cent of teaching staff in higher education read 'The Guardian' - 21 per cent more than its nearest rival.

reason for their being read, since one might expect junior teachers to be more anxious to track down vacancies at higher grades¹.

Tables III.4 and III.5 are more difficult to analyse, and particularly so because most, if not all, of the publications on which readership information was obtained seem likely to be limited to a greater or lesser degree in their potential audience. If we exclude the publications whose appeal is most obviously limited (such as 'Science in the Sixth Form'), it seems to be the case that the likely audience for most publications of this kind is in the range 10 - 30 per cent of teachers at a given level, with certain publications (such as the curriculum bulletin on 'Mathematics in Primary Schools' and the Schools Council working paper on 'Raising the School Leaving Age') attracting much higher proportions among their target audiences of, respectively, primary school teachers and secondary school teachers - and even attracting significant audiences of teachers at a level for which they were not directly relevant.

(b) teaching staff in higher education

Table III.6 indicates that between one-third and two-fifths of all teaching staff in higher education institutions claimed to have read at least one of the three weekly educational journals shown². The differences in the percentage readership of each of the journals are not large, with the Education Guardian again achieving a remarkably high figure. Nor are they particularly marked between types of

1. This observation is perhaps overstated. In the T.H.E.S. survey, 52 per cent of all teaching staff stated that they 'always' or 'frequently' looked at the job advertisements. Nevertheless, one might still expect a higher proportion of junior teachers among the readership of the T.E.S.

2. Readership of 'The Teacher' and 'Teachers World' was low and figures for the two publications are not therefore shown in the tables. Even amongst college of education lecturers, the average readership was only 2 per cent and 3

institution, although the readership of the 'Times Educational Supplement' is appreciably larger, in percentage terms, in polytechnics than in universities, and considerably larger, as one might have anticipated, in colleges of education and in the education departments of universities and polytechnics¹.

Table III.7, which shows average issue readership in terms of the three main faculty groupings, again illustrates a fairly stable picture, with the exception of the high proportion of 'Times Educational Supplement' readers in arts and languages faculties - a figure which might in part be accounted for if considerable numbers of college of education staff have been classified under this heading.

Table III.8 shows the readership of Government reports by college of education staff, and is taken from the second in the Special Series of Statistics of Education, published in 1967. With the exception of 'Trends in Education' (which has little in common with the other reports shown) and the Albemarle Report (which probably has a narrower appeal than the remaining four reports), the Table indicates that Government reports of wide general significance might expect a readership (in whole or in part) of between 71 per cent and 87 per cent, with reports such as Plowden and Newsom achieving remarkably high readerships amongst staff in education departments of 96 per cent or 99 per cent.

1. For the purposes of the survey, replies from staff in the education departments of universities and polytechnics were included in the replies under college of education staff.

3. Subject interests of academic staff

Publishers' information services constitute a third source of valuable supplementary information. International Book Information Services (IBIS), which was originally founded by four of the largest UK academic publishers, offers a selective dissemination of information service to academic staff in higher education institutions in Britain and throughout the world. Recipients of the service are sent details of new publications on subjects in which they are interested. As a consequence IBIS maintains computer files of academics' names, addresses and subject interests from data derived from a short questionnaire sent out to lecturers and researchers. Information contained in these files formed the basis for an international statistical guide to the subject interests of academics which was published by IBIS and entitled International Guide to the Academic Market Place 1976. The compilers estimate that its cumulative coverage is well over 80 per cent for the British Isles, Europe and the Commonwealth. The guide permits analysis of interests at various levels of specificity within the context of a structured classification of subjects. This means that, for example, statistics are available on the numbers of academics, with, say, a research interest at any of the following levels - in the social sciences (8,000), in education (8,500), in educational technology (8,590) or in programmed learning (8,591). In addition analysis is possible by geographical area, and, in the case of Britain, by institution as well.

Two tables in this section have been based on data from this source.

Table III.9 draws together figures on the number of academics in Britain with a teaching, research or fringe interest in education as a subject field whilst Table III.10 provides more detailed figures showing levels

of interest in particular specialisms within the subject.

Statistics of this kind, which provide information on the general level of interest in educational issues amongst academics in higher education and on the level of interest in specific aspects of education, serve as a useful complement to information drawn from professional associations and readership surveys.

TABLE III.1

INDIVIDUAL MEMBERSHIP OF EDUCATIONAL ASSOCIATIONS AND SUBJECT
TEACHING ASSOCIATIONS

Association	Membership ¹	Date of compilation
EDUCATION		
Education:		
British Educational Research Association ²	277	1976
Scottish Educational Research Association ²	289	1976
Society for Research into Higher Education ²	519	1975
Association for Programmed Learning and Educational Technology (APLET) ²	250	1976
Association for Recurrent Education ²	58	1976
Association for Therapeutic Education ⁴	207	-
British Association for Early Childhood Education ²	*7,000	1976
British Educational Administration Society ²	512	1976
History of Education Society ²	385	1975
National Association for Remedial Education ²	3,000	1976
Philosophy of Education Society of Great Britain ²	*500	1976
British Psychological Society (Education Section) ²	792	1976
British Sociological Association (Education mailing list) ²	150	1976
Physical Education:		
Association of Organizers of Physical Education ⁴ in Scotland	33	-
British Association of Organizers and Lecturers ⁴ in Physical Education	700	-
Conference of Lecturers in Physical Education in Scotland	-	-
Physical Education Association ³	7,500	1974
MEDICINE		
Association for the Study of Medical Education ⁴	400	-

(continued overleaf)

TABLE III.1 (continued)

Association	Membership ¹	Date of compilation
TECHNOLOGY AND ENGINEERING		
Association for Technological Education in Schools	-	-
Association of Teachers of Electrical Engineering ⁴	150	-
Computer Education Group (Specialist Group of the British Computer Society) ²	2,200	1976
AGRICULTURE, FORESTRY AND HORTICULTURAL STUDIES ⁴		
Agricultural Education Association ⁴	500	-
Association of Agricultural Education Staffs ⁴	650	-
Horticultural Education Association ⁴	1,100	-
SCIENCE AND APPLIED SCIENCES		
Association for Science Education ³	14,000	1974
Association of Teachers of Domestic Science ⁴	11,000	1974
Association of Teachers of Geology ³	1,016	1974
Association of Teachers of Mathematics ³	6,000	1974
London Association of Science Teachers ⁴	180	-
National Association for Environmental Education ²	430	1976
SOCIAL, ADMINISTRATIVE AND BUSINESS STUDIES		
Association for the Teaching of the Social Sciences ³	550	1974
Association of Law Teachers ²	676	1976
Association of Lecturers in Accountancy ²	357	1976
Association of Teachers of Management ²	630	1976
Faculty of Teachers of Commerce ²	1,410	1976

(continued overleaf)

TABLE III.1 (continued)

Association	Membership ¹	Date of compilation
LANGUAGE STUDIES		
Association for the Reform of Latin Teaching ⁴	1,200	-
Association of Teachers of German ³	1,100	1974
Association of Teachers of Italian ²	619	1976
Association of Teachers of Russian ³	750	1974
Association of Teachers of Spanish and Portuguese ³	550	1974
Audio-visual Language Association ³	850	1974
Esperanto Teachers' Association ⁴	190	-
International Association of Teachers of English as a Foreign Language	-	-
Joint Association of Classical Teachers ³	2,359	1974
London Association of Language Teachers	-	-
Manchester Association for the Teaching of English	-	-
Modern Language Association	2,700	1974
National Association for the Teaching of English ³	3,000	1974
National Association of Language Advisers ²	* 130	1976
United Kingdom Reading Association	-	-
ARTS		
Association for Religious Education ³	600	1974
Association of Teaching Religious ⁴	575	-
MUSIC, DRAMA, VISUAL ARTS		
Association of Advisers in Design and Technical Studies	-	-
Association of Art Advisers	-	-
Conference of Lecturers in Craft and Design Education ²	118	1975
Institute and College of Craft Education	-	-
Institute of Craft Education ³	2,751	1974
Music Advisers' National Association ²	* 90	1976
Music Masters' Association ⁴	350	-
Music Teachers' Association	-	-

(continued overleaf)

TABLE III.1 (continued)

Association	Membership ¹	Date of compilation
National Association for Design Education ²	150	1976
National Association of Drama Advisers ⁴	70	-
National Society for Art Education ⁴	3,120	-
Society for Education in Film and Television	-	-
Society of Teachers of Speech and Drama ⁴	950	-

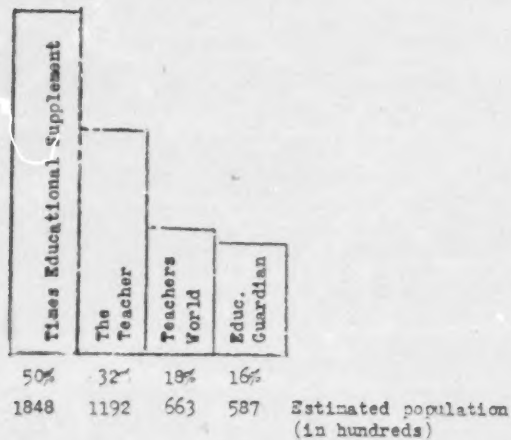
GENERAL AND LIBERAL STUDIES

Association for Liberal Education	386	1975
General Studies Association ²	270	1976

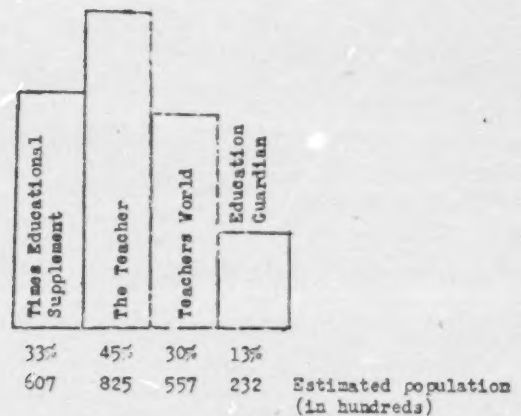
1. Including foreign members
2. Source: The Association (personal communication)
3. Source: Council of Subject Teaching Associations
4. Source: Directory of British Associations and Associations in Ireland 1974-75

AVERAGE ISSUE READERSHIP OF WEEKLY JOURNALS BY SCHOOLTEACHERS

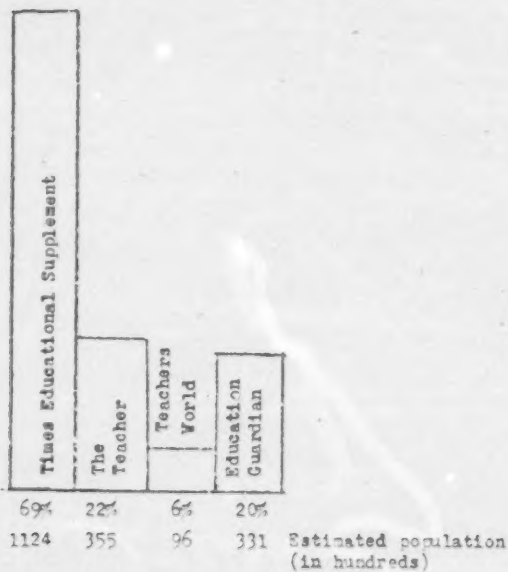
All Schoolteachers (Total 368,000)



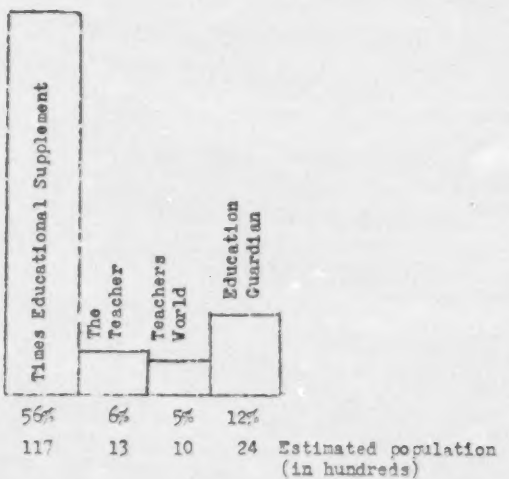
State Primary School Teachers (Total 181,000)



State Secondary School Teachers (Total 164,000)



Independent School Teachers (Total 21,000)



Source: Times Educational Supplement. A Readership survey among teaching staff in primary and secondary education. London: TES, 1973 Tables 1 and 2. The report includes information on readership patterns of a representative sample of teaching staff in primary, secondary and independent schools in England and Wales. The survey was sponsored by the Times Educational Supplement and the fieldwork was carried out by Louis Harris International during the Spring and Summer Terms of 1972.

Average Issue Readership is the standard National Readership Survey measure of readership. It is defined as the number or proportion of respondents claiming to have read or looked at the publication within its last issue period (i.e. within the last seven days for a weekly).

TABLE III.3

AVERAGE ISSUE READERSHIP OF WEEKLY JOURNALS BY SENIORITY OF SCHOOLTEACHERS

	STATE PRIMARY SCHOOLS						STATE SECONDARY SCHOOLS					
	All teachers		Snr. teachers		Jnr. teachers		All teachers		Snr. teachers		Jnr. teachers	
Unweighted sample	286		101		185		612		326		286	
Estimated population (in hundreds)	1830	100%	501	100%	1329	100%	2640	100%	1618	100%	1022	100%
TES	607	33%	259	52%	349	26%	1124	69%	444	72%	679	66%
The Teacher	825	45%	285	57%	539	41%	355	22%	133	22%	222	21%
Teachers World	557	30%	172	34%	385	29%	96	6%	52	8%	43	4%
Education Guardian	232	13%	67	13%	65	12%	331	20%	178	29%	153	15%

Source: Times Educational Supplement A Readership survey among teaching staff in primary and secondary education. London: TES, 1973, Tables 9 and 13

Average Issue Readership See footnote of Table III.2

Independent Schools Figures for independent schools have been excluded from this table because of the small sample size.

TABLE III.4

READERSHIP OF PUBLICATIONS BY PRIMARY SCHOOL TEACHERS¹

	Read completely	Read in part	Total
	%	%	%
<u>Schools Council Working Papers</u>			
French in the primary school	11	19	30
Raising the school leaving age	6	20	26
English: a programme for research and development in English teaching	5	12	17
Curriculum development: teachers groups and centres	4	11	15
English for the children of immigrants	3	10	13
<u>Curriculum Bulletins</u>			
Mathematics in primary schools	38	40	78
			(N=3,316)

1. Source: Department of Education and Science Statistics of Education, Special Series No.2, Survey of In-Service Training for Teachers 1967, Table 21. Schools Council Working Papers or Curriculum Bulletins which have been read either completely or in part by 10% or more of primary school teachers. Some of the other papers have readerships below this figure because they are aimed at teachers with a specific subject interest or teachers at a different educational level (e.g. science in the sixth form)

TABLE III.5

READERSHIP OF PUBLICATIONS BY SECONDARY SCHOOL TEACHERS¹

	Read completely	Read in part	Total
<u>Schools Council Working Papers</u>			
Raising the school leaving age	17	29	46
The 1965 CSE monitoring experiment	8	18	26
Sixth form curriculum and examinations	10	13	23
Society and the young school leaver	9	14	23
Standards in CSE and GCE (English and Mathematics)	8	14	22
English: a programme for research and development in English teaching	7	7	14
Curriculum development: teachers groups and centres	5	9	14
Closer links between teachers and industry and commerce	4	10	14
Science in the sixth form	4	8	12
<u>Curriculum Bulletins</u>			
Mathematics in primary schools	4	7	11
<u>Special Reports</u>			
Examining at 16+	9	19	28

(N=3,428)

1. Source: Department of Education and Science. Statistics of Education, Special Series No.2, Survey of In-service Training for Teachers 1967, Table 21
Schools Council Working Papers, Curriculum Bulletins or Special Reports which have been read either completely or in part by more than 10% of secondary school teachers. Some of the other papers have readerships below this figure because they are aimed at teachers with a specific subject interest (e.g. English for the children of immigrants) or teachers at a different educational level (e.g. French in the primary school).

TABLE III.6

AVERAGE ISSUE READERSHIP OF WEEKLY JOURNALS BY TEACHING STAFF IN HIGHER EDUCATION¹

	All teaching staff in higher education		Universities ²		Polytechnics ²		Colleges of Education ³	
Unweighted sample	457		147		151		159	
Estimated population (in hundreds)	564	100%	296	100%	149	100%	119	100%
THES	234	41%	108	36%	66	44%	60	50%
Education Guardian	178	32%	82	28%	44	30%	51	43%
TES	207	37%	64	22%	59	40%	84	71%

1. Source: Times Higher Education Supplement. A Readership survey among teaching staff in higher education. London: THES, 1974. Table 1.

Average Issue Readership See footnote of Table III.2

2. Excludes teaching staff in departments of education

3. Consists of teaching staff in colleges of education and in Departments of Education in universities and polytechnics.

TABLE III.7

AVERAGE ISSUE READERSHIP OF WEEKLY PUBLICATIONS BY TEACHING STAFF IN (1) SCIENCE AND TECHNOLOGY FACULTIES, (2) SOCIAL SCIENCE FACULTIES AND (3) ARTS/LANGUAGES FACULTIES WITHIN HIGHER EDUCATION INSTITUTIONS¹

	Faculty Teaching Staff					
	Science & Technology		Social Science ²		Arts/Languages	
Unweighted total	199		88		171	
Estimated population (in hundreds)	289	100%	111	100%	163	100%
THES	114	39%	49	44%	72	44%
Education Guardian	79	27%	35	32%	63	39%
TES	86	30%	33	30%	38	54%

1. Source: Times Higher Education Supplement. A Readership survey among teaching staff in higher education. London: THES, 1974, Tables 5,7 and 9.

Average Issue Readership See footnote of Table III.2

2. As the sample size is fairly small, the figures in this column should be interpreted with a degree of caution.

TABLE III.8

READERSHIP OF PUBLICATIONS BY COLLEGE OF EDUCATION STAFF (PERCENTAGES)¹

	All Respondents			Education Department		
Number of staff in category (100%)	945			213		
	Read completely	Read in part	Total	Read completely	Read in part	Total
Robbins Report (Higher Education)	19	61	80	28	59	87
Newsom Report (Half our future)	39	48	87	63	33	96
Plowden Report (Children and their primary schools)	31	56	87	60	39	99
Albermarle Report (The Youth Service in England and Wales)	10	28	38	18	43	51
Crowther Report (15 to 18)	22	49	71	32	55	87
Trends in education	8	33	41	16	54	70

1. Source: Department of Education and Science. Statistics of Education, Special Series No.2, Survey of In-service Training for Teachers 1967, Table 38

TABLE III.9

ACADEMIC STAFF IN GREAT BRITAIN WITH AN INTEREST IN THE SUBJECT FIELD OF EDUCATION¹

	Number of academic staff			
	Teaching ²	Research ³	Fringe ⁴	All ⁵
Universities	2,531	1,418	1,921	4,566
Polytechnics	892	414	484	1,456
Colleges of education	7,320	- ⁶	1,303	8,196
Technical colleges	931	- ⁶	625	1,361

1. Source: International Book Information Services. International guide to the academic market place 1976, pages 222, 259, 296, 330. Based on a survey of the subject interests of academic staff in educational institutions. The compilers estimate that the survey's cumulative coverage is over 80% with regard to Great Britain. Each respondent was asked to indicate their teaching interests (but see footnote 2 in relation to technical colleges), research interests (universities and polytechnics only) and fringe interests. Figures correct as at January 1976.
2. Number of academic staff indicating education or an aspect of education as a teaching interest. The figure for technical colleges comprises the sum of the totals for the two equivalent categories (i.e. 'Over degree level' and 'Sub-degree level').
3. Number of academic staff indicating education or an aspect of education as a research interest.
4. Number of academic staff indicating education or an aspect of education as a fringe interest.
5. As some respondents listed education as more than one type of interest (e.g. teaching and research) an entry will appear under both headings. However, the final column only takes account of the interest once.
6. Information on the research interests of academic staff in colleges of education and technical colleges was not collected. In the case of colleges of education, a category 'School Book' (i.e. books for teaching in the classroom) was used instead of 'Research interest': this category has been ignored for the purposes of this table. However, the 'All' column will have taken account of these interests.

TABLE III.10

SUBJECT INTERESTS WITHIN EDUCATION AND RELATED FIELDS OF ACADEMIC STAFF
IN BRITISH HIGHER EDUCATION INSTITUTIONS¹

Interest ²	Teaching ³	Research ⁴	Fringe ⁵	All ⁶
Education (General aspects)	3,924	180	376	4,497
Comparative education	320	93	122	518
Economics of education	119	94	86	291
Education in developing countries	151	71	114	329
History of education	346	112	110	554
Philosophy of education	511	82	226	829
Educational psychology	815	151	278	1,252
Theory of education	539	86	192	826
Methodology of education	601	118	250	990
Adult education	946	193	415	1,562
Primary education	1,213	157	365	1,878
Biology teaching	782	138	387	1,350
Chemistry teaching	819	137	396	1,326
English teaching	1,185	144	319	1,775
Geography teaching	879	135	339	1,419
History teaching	873	139	324	1,388
Social sciences teaching	785	146	333	1,344
Language teaching	1,028	235	401	1,688
Mathematics teaching	1,101	181	455	1,815
Physics teaching	826	139	379	1,369
Teaching of reading	879	167	355	1,538
Speech and drama teaching	852	132	294	1,350
Secondary education	850	148	350	1,424
Tertiary education	752	192	440	1,399
Technical education	755	160	460	1,411
Science teaching	943	151	363	1,514
Religious education	813	132	297	1,316
Music education	822	125	283	1,278
Art education	983	140	295	1,118
Teacher education	962	197	439	1,671
Teaching of medicine	671	130	294	1,118
Sex education	639	124	294	1,093
Educational technology	582	245	549	1,357
Programmed learning	700	314	730	1,756
Audio-visual aids	947	321	954	2,235
Pre-school education	238	32	130	419
Physical education	1,072	24	55	1,157
Remedial education	216	37	81	364
Education of the handicapped	214	58	88	366
Education of the mentally handicapped	265	93	137	502
Education of the physically handicapped	261	72	117	457
Sociology of education	675	160	221	1,042
Educational administration	268	87	213	553
Curriculum development	447	130	236	829
Testing and evaluation	27	30	46	102
Psychology of learning and memory	458	266	233	999
Child development	700	245	284	1,244

1. Source: International Book Information Services International guide to the academic market place 1976, pp.253-254, 290-291, 324-325, 360-361. See footnote 1 of Table III.9
2. Those interests which are indented include the total given in the last preceding interest which is not indented.
3. Number of academic staff indicating the subject as a teaching interest. The figures for technical colleges comprise the sum of the totals for the two equivalent categories (i.e. 'Over degree level' and 'Sub-degree level').
4. Number of academic staff indicating the subject as a research interest (universities and polytechnics only). See footnote 6 of Table III.9.
5. Number of academic staff indicating the subject as a fringe interest.
6. See footnotes 5 and 6 of Table III.9.

IV. CONCLUDING COMMENTS

The results of the survey of personnel in education and training services are embodied in the collated master table (Table II E.1). The table shows that the total potential market for educational information services is in excess of three-quarters of a million people employed in government and public administration, educational institutions, semi-public bodies and organisations, the armed services, and commerce and industry¹. Cautious though one must be in deriving global totals for statistics taken from different sources, the figure 'in excess of three-quarters of a million' can be stated with some confidence, both because figures were not available in some cases or were incomplete, and because in many cases the only figures available were compiled as much as five years ago, and the intervening period has witnessed a growth in personnel in almost every area of education and training.

It would not be appropriate here to make further, detailed analyses of staff numbers in different categories and sub-categories: great care has been taken to ensure that the collated master table and the group and individual tables are accessible to cross-comparisons and sub-totalling on as many different levels as possible. It is therefore left to the individual to extract that information which best suits his or her purposes.

Nevertheless, a number of general observations may be made. Firstly, and rather obviously, the 'Teaching' category is by far the largest, yielding a total of 712,909 full-time and 7,998 part-time staff, compared with 4,044 individuals and four companies in the category 'Research and Scholarship' and 40,684 individuals and 674 organisations

1. This figure excludes technical, manual and clerical staff. The total number of persons employed in "educational services" (Minimum List Heading 872) in Great Britain in June 1975 was 1,776,200 (Mansard, Written Answers, July 28th 1976, Cols. 409-10). This would not include persons such as education correspondents, educational broadcasters, educational publishers, those working in the production of educational equipment or persons employed in training services.

or companies in the category 'Administration and Ancillary Services'¹. The size of the three main categories of personnel is therefore in the approximate ratio of, respectively, 71 : 1 : 5.

Secondly, in using the figures as a basis for planning information services, it will be necessary to apply indices - however rough-and-ready - of information need, demand and use which will vary from one sub-category of personnel to another. It is intended that the second part of the present project will yield information useful in the construction of such indices. In the meantime, it may be valuable to indicate a number of broad and tentative groupings of sub-categories arranged according to different levels of need, demand and use. These are as follows:

- Researchers (of all kinds)¹
- Teachers of education as a field of study and teacher training (i.e. including all college of education staff)
- All other teachers. These could be divided into two groups, (i) primary and secondary education: and (ii) higher and further education, with the latter group further sub-divided into (a) universities and polytechnics and (b) further and adult education.

A grouping of this kind can be made with some degree of confidence:

clearly, researchers have quite distinct needs, teachers of education and

1. As Section II makes clear, global totals derived (like those presented in this paragraph) from the occupational axis, are reasonably accurate for each of the three categories taken individually, and are reasonably reliable for the purposes of comparing the size of one category with another. Because of overlap between figures in different categories, however, the total for all three occupational categories taken together will not accurately represent the total for staff of all kinds. To obtain the latter figure, the total must be derived by adding all the figures presented along the employer axis (ignoring, of course, those figures given in brackets).

teacher trainers have a more direct interest in educational information than all other teachers, and teachers in higher and further education (and particularly those in higher education) have a longer tradition of fairly intensive information use and a greater familiarity with conventional bibliographical tools than teachers in primary and secondary schools.

It is much more difficult, however, to attempt a tentative grouping of administrators. Not only is less known about the information needs of this group than perhaps those of the other two groups, but also the group is much more heterogeneous. The characteristics (in information terms) of education correspondents seem likely to be rather different from those of LEA administrators, for example, or of training advisers in commerce and industry. Indeed it may even be the case that there are quite different needs within certain individual sub-categories - assessment, welfare and counselling staff in local government being a case in point. Equally importantly, it may be that for some of the administrative sub-categories, the company or organisation is a more appropriate unit in terms of potential demand. The presentation, in some of the tables, of figures for companies rather than individuals is partly a reflection of this, but the hypothesis might usefully extend to a wide range of organisations and bodies. Individual SDI profiles may well be appropriate in, for example, higher education institutions, while many organisations might feel that their information needs could be adequately satisfied with a single profile covering all of their staff.

Thirdly, consideration should be given to the possibility that individuals in different sub-categories may differ not only in terms of levels of need, but also in terms of the kinds of information appropriate to their needs and to their capacity to assimilate material retrieved. A further

factor to be taken into account concerns variations within different groups as a function of variables such as age or seniority, sex, qualifications, and so on. A small number of tables giving breakdowns of this kind were given in Section II: Table II B.4 presented a breakdown of full-time schoolteachers by grade, Table II B.8 provided statistics on the extent of training amongst FE teachers in England and Wales and Table II D.5 was concerned with the numbers of FE teachers with administrative roles. To these may be added Table IV.1, taken from the 1971 Census, which shows personnel in educational services in Great Britain by level of qualification. Here too the second part of the project may help to assess to what extent (if at all), variables of this kind serve to determine or qualify indices of information.

Finally, attention should be drawn to a sector of the potential market for educational information services not covered in this survey: those members of the general public who, whether as parents, school governors or simply as interested individuals, may have a need for educational information. Only the barest information is available on this sector. The membership of the National Association of Governors and Managers is one indicator: it totals approximately 600, with approximately 300 individual and 300 corporate members and a circulation for the Association's newsletter of 1200 copies. Another is the circulation figure of 15,500 for Where, the journal of the Advisory Centre for Education, a body which "argues for the rights of parents and all those concerned with education ... and campaigns for closer home-school links" (Duncan, 1974, p.71). The growing public interest in educational issues, reflected in the mass media and in the recent speech by the Prime Minister, may well be mirrored in a growing demand for educational information by the public-at-large.

TABLE IV.1

PERSONS OF 18 YEARS OF AGE, OR OVER, ECONOMICALLY ACTIVE, IN EMPLOYMENT IN EDUCATIONAL SERVICES IN GREAT BRITAIN (10% SAMPLE)¹

	Total	Level of qualification ²			Persons in groups a-c as % of total
		a	b	c	
Maintained primary and secondary schools	85,458	552	11,503	31,353	50.8
Other primary and secondary schools	10,752	145	2,228	1,594	36.9
Universities	10,682	2,055	1,831	451	40.6
Colleges of education	3,385	208	766	370	39.7
Establishments for further education	13,913	756	3,555	2,253	47.2
Educational administration	9,271	87	736	1,238	22.2
Educational establishments not elsewhere specified	2,760	32	485	294	29.4
	136,221	3,835	21,104	37,553	45.9

1. Source: Office of Population Censuses and Surveys, London and General Register Office, Edinburgh. Census 1971, Great Britain, Qualified Manpower Tables (10% Sample). London: HMSO, 1976. Table 7

2. Level a - higher university degrees
Level b - first degrees and all other qualifications of first degree standard or of a standard higher than first degree, other than higher university degree
Level c - qualifications that generally satisfy the three requirements of (i) obtained at age 18 or over (ii) above GCE 'A' level and (iii) below first degree level. Includes most teaching and nursing qualifications.

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APPENDIX I

ORGANISATIONS AND INDIVIDUALS WHO HAVE PROVIDED INFORMATION AND ADVICE

Adult Literacy Resource Agency (W. A. Devereux, Director)
 Advisory Centre for Education
 Advisory Council for the Church's Ministry (N. J. W. Hagger, Administrative Secretary)
 Association for Adult Education (E. W. Poulsen, Hon. Secretary)
 Association for Liberal Education
 Association for Programmed Learning and Educational Technology
 Association for Recurrent Education
 Association for Student Counselling (Mrs. Cassie Cooper)
 Association for Accommodation and Welfare Officers
 Association of British Correspondence Colleges (P. L. Cowman, Secretary)
 Association of College Registrars and Administrators
 Association of Education Committees
 Association of Educational Psychologists
 Association of Law Teachers
 Association of Lecturers in Accountancy (P. A. Griffiths, Secretary)
 Association of Publishers' Educational Representatives
 Association of Teachers of Italian (P. Rivers, Membership Secretary)
 Association of Teachers of Management
 Board for Information on Youth and Community Service
 British Association for Early Childhood Education
 British Educational Administration Society (Dr. Edmund Ewan, Hon. Sec.)
 British Educational Equipment Association (John V. Savage, Director)
 British Educational Research Association (Dr. Derek Sharples, Membership Secretary)
 British Psychological Society
 British Sociological Association
 British Universities Film Council Ltd. (Yvonne Renouf, Director)
 College of Preceptors
 Committee of Directors of Polytechnics (R. W. Harris, Administrative Assistant)
 Computer Education Group (Specialist Group of the British Computer Society)
 Confederation for the Advancement of State Education
 Confederation for the Advancement of State Education (Scotland)
 Conference of Lecturers in Craft and Design Education
 Coombe Lodge Further Education Staff College (Gordon Wheeler, Deputy Director)
 Council for Educational Advance
 Council of Subject Teaching Associations (B. J. Atwood, Secretary)
 Department of Education and Science (L. G. Pitt et al.)
 Department of Employment
 Director of Army Education (Captain G. C. Taylor for the Director)
 Director of Naval Education Services (Lieutenant Commander J. H. Dobson)
 Director of RAF Educational Services (Squadron Leader S. W. Macgregor for the Director)
 Education (Tudor David, Managing Editor)
 Education Correspondents Group (George Law, Hon. Secretary)
 Education Welfare Officers' National Association
 Educational Publishers Council (Peter Mothersole, Director)
 Faculty of Teachers in Commerce Ltd.
 Free Church Federal Council (Edna Dunwell)
 General Studies Association
 Group for Educational Services in Museums (Miss V. Airey, Secretary)
 History of Education Society
 Home and School Council
 Hunter, J. A., Senior Administrative Officer, New University of Ulster
 Institute of Careers Officers
 Institution of Training Officers
 Library Association
 Local Government Training Board (D. E. Howe, Senior Training Adviser et al.)
 Music Advisers National Association
 National and Local Government Officers Association (NALGO) (Alan Jinkinson, Local Government Service Conditions Officer)
 National Association for Design Education
 National Association for Environmental Education
 National Association for Remedial Education
 National Association for Counsellors in Education
 National Association of Governors and Managers
 National Association of Inspectors and Educational Advisers (J. Duggan, Gen. Secretary)
 National Association of Language Advisers
 National Association of Youth Service Officers
 National Foundation for Educational Research (Mrs. Joy Foskett)
 NFER Publishing Company Ltd. (J. E. Sansom, Publications Manager)
 National Institute of Adult Education (England and Wales) (A. K. Stock, Director)
 Northern Ireland Department of Education (B. W. Miller, Co-ordination Branch)
 Northern Ireland Department of Manpower Services
 Office of Population Censuses and Surveys
 The Open University (Patricia Coombes, Information Services)

Philosophy of Education Society of Great Britain (Roger Stranaghan, Secretary)
 Principals and others in the theological colleges who provided statistics on their teaching staff
 School Library Association
 Schools Council for the Curriculum and Examinations
 Scottish Education Department (Miss E. Milne)
 Scottish Educational Research Association
 Scottish Home and Health Department (Miss E. Gordon)
 Scottish Institute of Adult Education (F. J. Taylor, Executive Officer)
 Society for Research into Higher Education
 Society of Education Officers
 Soulbury Committee (Inspectors, Organisers and Advisory Officers of Local Education Authorities)
 Authorities' Panel (Leonard Sheen)
 Times Supplements (John Ladbrook, Advertisement Manager, THES)
 Training Services Agency (P. B. Dottridge)
 University College at Buckingham
 University Grants Committee (Miss F. M. Laing)
 Universities Statistical Record (Miss C. Holme)
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